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Effects of a Home-Based Contingency Program
on Improving Academic Performance
of Disadvantaged Middle School Youths

A Thesis Presented to
the Faculty of the Graduate School
University of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

Presented by
Lupo A. Quitoriano
March 1987

This thesis, written and submitted by

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Dated March 18, 1987

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Abstract

Research has demonstrated various ways of improving academic performance of students in public-school classrooms (e.g., Barrish, Saunders, & Wolf, 1969), some of which may be clinically effective but not practical within present school systems. A more practical method is the use of a program involving home-based contingencies. Home-based contingencies simply means that: When children are reinforced by their parents for their appropriate behavior and performance at school, school behavior and performance will improve (Broughton, Barton, & Owen, 1981). The current study employed a program including home-based contingencies modeled after one created by Shumaker, Hovell, and Sherman (1977), and tested the program's effect on academic performance of disadvantaged middle school youths. The independent variable was the home-based contingency component of the program, and the dependent variables were daily report cards, grades, truancy, attendance, and archival data reflecting previous grades, truancy, and attendance. Results indicated that the home-based contingency program significantly increased appropriate school behavior ($t(25) = 13.85, p < 0.00$), but, did not have any substantial impact on grades ($t(2) = 1.53, p > 0.08$), truancy, or attendance.

Effects of a Home-Based Contingency Program
On Improving Academic Performance
of Disadvantaged Middle School Youths

Research has demonstrated various ways of improving the academic performance of students in public-school classrooms (e.g. Barrish, Saunders, & Wolf, 1969; Broden, Hall, Dunlap, & Clark, 1970; Evans & Oswalt, 1967). Most of these have involved rearrangement of the classroom situation for all students, either by changing the situations or conditions that act as antecedents for various behaviors, or by developing student-teacher contingency contracts (Schwartz, 1977) with "pay" as a reward contingent on contract fulfillment (Kelley & Stokes, 1982). However, because of the amount of time and effort required to restructure a classroom or to develop individualized contracts with students evaluated to be problem children, many teachers are reluctant or refuse to use such procedures (Schumaker, Hovell, & Sherman, 1977). Restructuring the classroom (i.e. periodic seat changes within the classroom, development and implementation of in-class incentive programs for students, etc.) by the teacher becomes an even less desirable alternative when only a few students in the classroom exhibit disruptive behavior. Additionally,

when only a few students are at fault, individualized punitive measures (i.e. sending the student to the office, transfer of the student to another classroom, or expulsion) can easily become more reinforcing to a teacher than developing structured behavioral contracts.

Shumaker, Hovell, and Sherman (1977) support the suggestion that classroom restructuring is not time efficient beyond the elementary school level. For example, many teachers do not teach a single group of students, but instead are responsible for teaching a particular subject to successive groups of students. Therefore, classroom restructuring for individual students becomes situationally difficult. Also, teachers may not have access to effective consequences for controlling adolescent's behavior. Because of these and other difficulties, Shumaker et al. devised an intervention based on daily report cards and home-based contingencies. The basic concept was to relieve the teacher of some of the responsibility for student improvement in academic performance and to actively involve the student's parent(s) in the program.

The concept behind programs employing home-based contingencies for school behavior is simple: When children are reinforced by their parents for their appropriate behavior and performance at school, school

behavior and performance will improve (Broughton, Barton, & Owen, 1981).

The present study considers the many dimensions of the problem of creating a workable methodology for improving academic performance while relieving teachers of the major responsibility for selective students' in-class behavior. Shumaker, Hovell, and Sherman (1977) carried out the research upon which the present study is most closely based.

Rationale for the Current Study

Due to the many facets of the existing problem, observation dictates that the intervention encompassed a package of behavioral techniques. Three major environments were addressed. The first area to be addressed was the home environment. A program to help the student's parent(s) become more involved in their child's school performance, to provide the parent(s) with a systematic approach to controlling the child's academic behavior, and to encourage or improve interactive skills between the child and the parent(s) was implemented to supplement or restructure the existing home environment.

The second environment addressed was comprised of the student's school surroundings. Important parts of this environment were (a) schoolwork performance,

(b) interactions with teachers, (c) in-class rule-governed behavior, (d) attendance, and (e) interactions with the student's peers.

The third area addressed was the student's social environment (or interactive network). The experimenter (hereafter referred to as a counselor) or his assistant (also referred to as a counselor) met each week with individual students. In addition to the weekly meeting with students, the counselors were available on campus at least three days a week (for approximately 2 to 4 hours), and maintained an open door policy with both students and school faculty. The purpose of these actions was to create credibility for the counselors and to increase the probability of success for the program.

The counselors provided the student with the opportunity for increased interaction (i.e., open door policy), gave each student suggestions for resolving problems outside targeted experimental problems, and promoted strong student-counselor interaction by developing a positive and reinforcing atmosphere.

The Current Study

The present study examined the problem of poor academic performance in disadvantaged middle school youths. The study defines improved academic performance as the "sum" of a pool of behaviors that are conducive

to, or representative of, the student receiving higher grades in the educational structure.

The independent variable manipulated was the home-based contingency part of this program. This segment of the program was implemented in the form of three levels of reinforcement. A level of reinforcement was defined as the number of points earned on the daily report cards. For example, the criterion for reaching Level I (the lowest level) of the program was to earn at least 60% of the available daily points. Level I reinforcement consisted of immediate verbal praise offered by a student's parent(s) when the student met the minimum report card criterion. The criterion for reaching Level II (mid level) of the program was to earn at least 75% of the available daily points. Level II reinforcement consisted of immediate verbal praise and a nightly reward offered by the student's parent(s) when the student reached the "mid" report card criterion. The criterion for a student reaching Level III (the highest level) of the program was to earn 75% of the available daily points for five consecutive days. Level III reinforcement consisted of immediate verbal praise, a nightly reward, plus a special reward planned by the parent(s) and student at the beginning of each week and given to the student by the parent(s) after successfully

meeting the weekly criterion.

For this study, a representative pool of behaviors encompassed a student's in-class behavior, social interactive skills, current classroom activity (academic work), grades, and attendance. The dependent measures included (a) daily report cards, (b) current grades, (c) current attendance, and (d) archival data that reflected past performance in the areas of grades, and attendance. Additionally, the time the student spent in weekly meetings and during walk-in meetings was computed and used as a measure of program compliance. Each student involved in the study was also required to fill out a pre/post School Attitudes Questionnaire (Appendix A) designed to examine the student's feelings, thoughts, and behaviors concerning school. This questionnaire gave the counselor information about how the students in the study resembled others not in the program from the seventh and eighth grade.

In most cases, for the student already doing poorly in this setting, inappropriate peer models offer social validation and become very reinforcing. In an attempt to counter the importance of an inappropriate peer model the current study included role play exercises during weekly student/counselor meetings as part of the interaction process. Counselors provided the student

with examples of ways in which to interact with teachers, parents, and peers in order to strengthen the student's overall social environment and increase the student's motivation to improve his/her academic performance.

Lastly, students involved in the current study were required to sign a contingency contract that listed the objective of the program, the responsibilities of the student to the program, and how obtaining the objective was contingent on the student meeting the criterion of the program. The contract objective, agreed upon between the student and counselor, was based around the premise of improving academic performance. Contracting between students and the counselor allowed both parties to understand the amount of student behavior required to achieve certain outcomes set by the student at the beginning of the program. Such a procedure provided participating students with the opportunity to practice setting and achieving goals without requiring the students' teachers to relinquish all control over their academic programs.

The goal for students in the current study, was to improve their academic performance. Target sub-goals for each student were discussed between the student and his or her counselor. The target sub-goals consisted of

improving academic performance by improving study habits, decreasing disruptive behavior, increasing attendance, completing in-class and homework assignments, etc.. The consequence (reward) for meeting the agreed upon target sub-goals was expected to be improved grades leading to appropriate advancement to the next highest grade level for the student. The length of time allotted to meet the target goal successfully was the approximate length of the study (about one trimester).

For this study the following assumptions were developed prior to program implementation and set as hypotheses for investigation:

1. Students randomly assigned to the experimental group (home-based contingency group) will increase their scores on the daily report cards, over baseline scores, during the intervention phase of the program.

2. Students randomly assigned to the experimental group (home-based contingency group) will obtain higher point totals on the daily report cards than students randomly assigned to the partial control group (role-play only group).

3. Students randomly assigned to the experimental group (home-based contingency group) will achieve a higher grade point average during the third trimester

than they achieved during the first and second trimester.

4. Students randomly assigned to the experimental group (home-based contingency group) will achieve a higher grade point average during the third trimester than students randomly assigned to the partial control group (role-play only group).

5. Students randomly assigned to the experimental group (home-based contingency group) will achieve a higher grade point average during the third trimester than students randomly assigned to the full control group (no treatment group).

6. Students randomly assigned to the experimental group (home-based contingency group) will have a higher regular attendance during the third trimester than students randomly assigned to either the partial control group (role-play only group) or the full control group (no treatment group).

7. Students randomly assigned to the experimental group (home-based contingency group) will have fewer illegal absences (days truant) during the third trimester than students randomly assigned to either the partial control group (role-play only group) or the full control group (no treatment group).

Method

Participants

The school guidance counselor identified 48 seventh grade and 35 eighth grade students who had been retained. The racial mix of the above students was Mexican-American, black, white, and Philipino-American. Students were from families of low to low-middle socio-economic status (SES) and their ages ranged from 13 to 15 years old. These students were labelled by the guidance counselor and teachers as disruptive in classes, often truant, usually late to class, and behind in classwork and homework. Their disruptive behavior included talking to fellow students at inappropriate times during class, getting out of their seats without permission, refusing to follow instructions, speaking discourteously, and physically bothering others.

Consent forms, for participation in the program, were sent home to the parent(s) of the 83 students above. Of the 83 consent forms sent home, 13 were returned with the signiture of a parent or guardian. Each form returned granted permission for a student to participate in the program, and, for the parent of the student to be contacted by the experimenter.

The 13 students, 4 females and 9 males, were randomly assigned to either an experimental or partial

control group. The experimental group consisted of 6 students (1 female and 5 males), and the partial control group consisted of 7 students (2 females and 5 males). From the original 6 students randomly assigned to the experimental group, three were lost. One of the three students moved out of the state, a second was terminated from school for the remainder of the year, and the third was evaluated by the school as needing special education thereby eliminating him from the program. Of the remaining 70 students, whose parent(s) did not return consent forms, 6 were randomly selected to be part of a full control group.

Apparatus

Counselors

Counselors played the biggest role in interaction with students who were involved in the program. Counselors met with students in the experimental and partial control groups regularly throughout the duration of the program. Additionally, counselors administered the School Attitudes Questionnaire, trained teachers on the usage of daily report cards, conducted role play exercises with students, reviewed homework assignments of students during weekly meetings, conducted interobserver agreement checks, and collected data from the daily report cards and school records.

Counselors also trained parent(s), of experimental group students, in how to collect daily report card data from their child, define and administer rewards for appropriate school behavior, and how to maintain a weekly point chart. Counselors also met individually with experimental group parent(s) once a week and contacted each parent by phone at least once a week.

Measures

Measures used for this study were the School Attitudes Questionnaire as a pre/post measure of students' feelings about school, the Daily Report Card (Appendix B) as a data collection tool, the Students' Time/Interaction Data Sheet (Appendix C) to measure student contact time, archival data to evaluate past performance and attendance, a Student Daily Point Chart (Appendix D) that was used as a self monitoring tool for points earned and rewards given, and, current grades and attendance data.

Design

A Multiple Time-Series Design was used in the current study. A Multiple Time-Series Design incorporates a Simple Interrupted Time-Series Design with multiple observations and a control group.

The observations, within a Simple Interrupted Time-Series Design, can be on the same units, as when

particular individuals are repeatedly observed; or they can be on different but similar units, as when scores on a particular test (i.e., achievement) are collected from several groups of different students over time (Cook & Campbell, 1979). Cook and Campbell also suggest that the analysis of the Interrupted Time-Series Design requires that one know the specific point in the series when a treatment occurred. They further suggest that "the purpose of the analysis is to infer whether the treatment had an impact. If it did, then we would expect the observations after the treatment to be different from those before it."

The primary difference between the Multiple Time-Series Design and the Simple Interrupted Time-Series Design is the addition of a no treatment control. The analysis of the Multiple Time-Series Design not only includes the differences seen between pre-treatment and post-treatment, but also between the treatment and the control.

Threats to internal validity are controlled for using a Multiple Time-Series Design. For example, history, in a Multiple Time-Series Design, is controlled for in that general historical events that might have produced a difference in the experimental group would also produce a similar difference in both the partial

and full control groups.

Maturation and testing are similarly controlled for in that they should be manifested equally in experimental and control groups. The control of instrumentation is more difficult. However, this control is feasible through consistency in conduct of sessions, in proper training of counselors by the experimenter, and by limiting the number of participating counselors.

Regression is controlled for, as far as mean differences are concerned, as both experimental and control groups were randomly assigned from this same extreme pool. As above, the process of randomly assigning subjects to the experimental and control groups also controlled for differences between groups that may have occurred due to selection.

Also, the individual data made available by this design made it possible to tell whether attrition (mortality) offered a plausible explanation of the experimental groups change. Campbell and Stanley (1963) states that "if data from a group is basically collected in terms of individual group members, then mortality may be ruled out" using this experimental design.

The interaction effect of selection-maturation is an important issue and was controlled for through the

close monitoring of program entrance criteria. Any differences between students in the above areas should have been controlled for through the random assignment of subjects. Grades, first year retention, time spent in the program, etc. was as similar as possible for all students entering the program in an effort to minimize between group differences.

External validity considerations, due to the use of an "extreme" group of subjects, can not be addressed with the Multiple Time-Series Design, merely recognized.

Finally, to control for the effects of attention, due to student/counselor interactions, that may have impacted on the partial control group, a full control group of similar peers was randomly chosen from a list of students who met the program criteria but did not return parental consent forms. The full control group received no treatment or exposure to any portion of the program. Archival data that reflected past and current performance in the areas of grades, truancy, and attendance was compared across the three groups.

Procedures

A procedural flow chart (see Figure 1) serves as an outline for the development of the study.

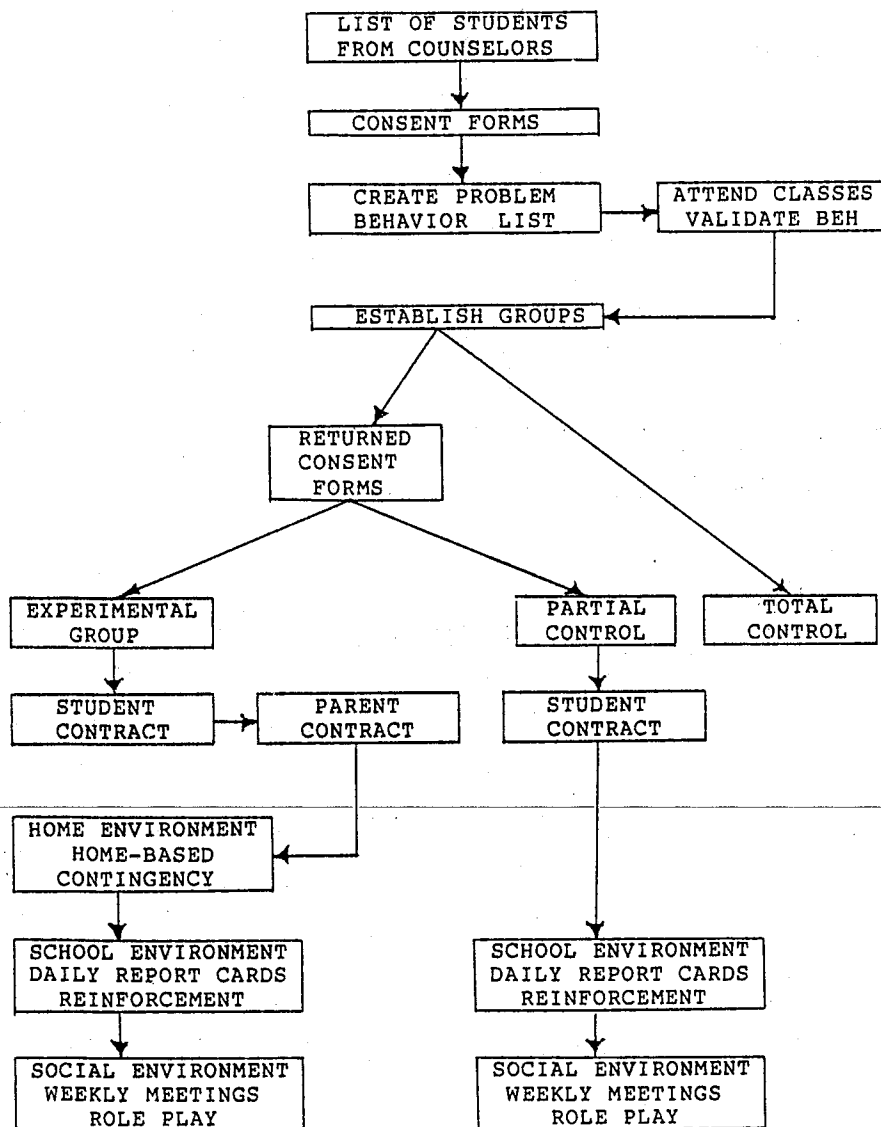


Figure 1. Procedure flow chart indicating the steps taken in the development of the current study titled, Effects of a Home-Based Contingency Program on Improving Academic Performance of Disadvantaged Middle School Youths.

Procedures described below included (a) selection of students for the study, (b) informed consent, (c) the formal establishment of groups, (d) development of the home-based contingency portion of the study as shown on the Home-Based Contingency Flow Chart (see Figure 2),

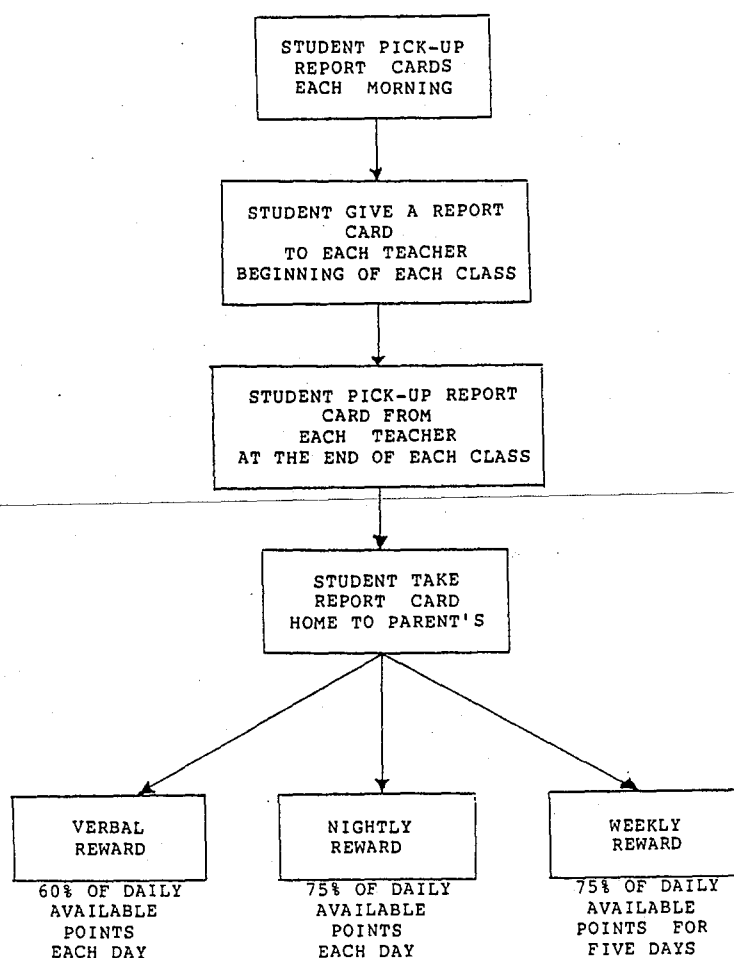


Figure 2. Procedure flow chart indicating the process followed by students involved in the experimental group, the Home-Based Contingency component of the program.

(e) development of the school environment portion of the study, and the (f) development of the social environment portion of the study.

Selection of Students

With the permission of the school, a letter of introduction (Appendix E) and a consent form (Appendix F) was sent home with students whose names were given to the experimenter. The top portion of the consent form, when signed, allowed the experimenter access to student files and academic records. The bottom section of the consent form, when signed, allowed the experimenter to contact the student's custodial parent(s) (hereafter referred to simply as parent(s)) at home and request parent participation.

All students included on the counselors list were in either the seventh or eighth grade and had been identified by their school counselor because of poor academic performance, school absences, as well as inappropriate in-class behavior. Additionally, in order for students to participate in the study the student's parent(s) had to return a signed consent form (upper and lower section). The parent(s) also had to agree, during a phone conversation with the experimenter, to participate in the home-based contingency program. During this phone conversation the experimenter

explained to the parent(s) that if their child was selected to participate in the study they both must commit to completing the full program. If the parent(s) could not commit to fulfilling the responsibilities of the program, then, the experimenter had no other alternative but to exclude the student from the study.

Validating inappropriate behaviors. Secondly, the experimenter constructed a list of students' problem behaviors from information gathered from the guidance counselors and teachers at the middle school. In order to verify the existence of these inappropriate behaviors, the experimenter visited a few classes and made general observations of the frequency of occurrence of the specified problem behaviors. If observations made by the experimenter supported the evidence of a student behaving inappropriately (i.e., being out of seat without permission, talking to classmates during lecture or during quiet work periods, not following the teacher's instructions, in-attentiveness, and physically bothering others), then those students were included in the study. No students were excluded from the study as an outcome of experimenter's observations.

The experimenter discussed the observations that were made with the guidance counselors and explained the formation of a behavior change program designed to

decrease the frequency of inappropriate behaviors. The experimenter explained that the program should additionally act as a catalyst for improving academic performance.

Group assignment. Student's who returned signed consent forms were randomly assigned (using the random number table provided by Matheson, Bruce, & Beauchamp, 1978) to one of two groups - experimental or partial control. A third group, full control, was randomly selected from the remainder of student names on the counseling list who did not return signed consent forms.

Behavioral Contracting

Student contract (Appendix G). Students who participated in the program, within the experimental or partial control group, were required to sign a student contract that stated the objective of the program, the responsibilities of the student, and the responsibilities of the counselor. The student's responsibilities included weekly and daily tasks. The weekly tasks consisted of attending a student-counselor meeting, the student's cooperation and participation during each weekly meeting, and the student's commitment to complete homework assignments given for the next weekly meeting. The daily tasks for the student included picking up the daily report cards,

presenting each instructor with a report card, attempting to meet the behavioral and performance standards listed on the report card, picking up the report card from their teachers at the end of each class period, and delivering the report cards to an assigned location (i.e., home for experimental group and the counselor's office for the partial control group).

The student contract also included a statement of understanding that served as a prompt for any student questions about the contract and/or about the program. At the time of the first student-counselor meeting the program and the responsibilities of the student were discussed. The target goal for the student in this program was described as improved academic performance (measured by terminal grades). Additionally, target sub-goals were determined by the student and written within the student contract during the first meeting. When the contract was complete and the student responded "yes" to the statement of understanding section of the contract, the contract was signed by the student, experimenter, and ruling school authority (school principal). A copy of the student contract was given to the student and the original was kept in the student's file maintained by the experimenter. All student records obtained by the experimenter were kept private.

Parent contract (Appendix H). The parent contract was included as part of the behavioral package to increase the probability of the parent(s) participation and to act as an extra cue for the student who wished to improve his/her academic performance. The parent(s) of the student assigned to the experimental group of the program were required to sign their own contract. Signing of the parent contract occurred during the second meeting of implementation of the home-based contingency program. As with the student contract, a statement of understanding was incorporated in the parent contract. Once the parent(s) responded "yes" to acknowledge understanding of the contract, it was signed by the parent(s) and the experimenter. At the time of the signing of the parent contract, the experimenter requested that both the parents and the student be present at the meeting.

The parent contract consisted of a description of the three classes of rewards:

1. Immediate praise.
2. Immediate praise and a nightly reward (short term contingency).
3. Immediate praise, a nightly reward (short term contingency), and a weekly reward (long term contingency).

The responsibilities of the parent(s) included an agreement on the types of nightly and weekly rewards that would be administered during the treatment phase of the program. A sample reinforcer list (Appendix I) was provided as a guide for the parent(s). An important component of the parent contract was a weekly meeting between the experimenter and the parent. The parent(s) agreed to attend the weekly meeting with the counselor at a location convenient for both the counselor and parent(s).

The range of responsibilities of the counselor were clearly spelled out as they had been in the student contract. These responsibilities included guidance in ways for parent(s) to give rewards, weekly parental meetings, weekly phone contact with the parent, collection of report cards at the end of each week, and moral support for the parent.

In order for the participating student to maintain a high level of motivation, parent(s) were asked to allow the student to be present at each parent-counselor meeting if at all possible. In this way the student would feel comfortable that nothing was being hidden from him/her and that the experimenter had only his/her interests in mind.

Home Environment

Home-based contingencies. The responsibilities of the parent(s) to the program were described in detail by the experimenter during the initial home visit with parent(s) (the first parent/counselor meeting) because the importance of the parent(s) correct participation at this stage of the program was essential.

During this first meeting the entire program was described to the parents of students chosen to participate in the program. The student's attendance during these meetings served a three-fold function. First, in the event that the student had forgotten what was originally presented to him/her, this second chance to hear about the program would remind the student of his or her responsibilities to the program. Second, it was hoped that the concern shown by the experimenter would be viewed (by the student) in a positive fashion and would assist in the rapport-building process between the student and the counselor. Third, the chance for the student to be a part of the interactions between the parent(s) and the experimenter afforded him or her the opportunity to hear the parent(s) concern and interest in the education of their son or daughter.

After the experimenter had fully explained the program to the parent(s), both the parent(s) and student

had the opportunity to ask questions that would clarify the program structure. A clear understanding of the program structure was necessary before the program could be implemented and run successfully. A complete understanding by the parent(s) and their child was also essential before the commitment question could be asked.

Commitment to the program was not required until the second Parent/Counselor meeting. This allowed both the parent(s) and student time to consider what commitment they would be making if they all decided to participate in the program. During the second meeting the experimenter responded to any questions that the parent(s) or student may have thought about in the interim time period between meetings.

At the time of the second parent/counselor meeting the parent(s) were reminded of the importance of understanding the significance of their complete attention and participation to the program in order to help their child meet his or her goal objective. In addition, the commitment that their child had made to his or her academic advancement was strongly emphasized. The parent(s) were told that they could be proud of their child for making such an important decision about his or her education. At this point, the parent(s) were asked to make a similar commitment to their child's

advancement. If at this time the parent(s) agreed to make this commitment, a parent contract was signed. If the parent(s) still seemed hesitant in making this decision, the experimenter would ask them to postpone making their decision until the next meeting.

The third meeting occurred as soon as it could be arranged between the experimenter and the parent(s). During the third meeting, the same commitment question was asked and a positive or negative response requested. If the response was still negative to the commitment question, the experimenter had to explain to the parent(s) that their participation in the program was essential and that without their commitment, the rest of the program for their child could not be completed. If at this time the parent(s) still refused to respond in a positive manner to the commitment question, the child was dropped from the study. However, if the parent(s) agreed to participate along with their child, then, the parent contract was signed and the experimenter began the process of implementing the program. All parent contracts except one were signed during the second meeting. The last parent contract was signed during the third parent meeting and no students were dropped from the study due to the failure of the parent(s) to commit to the program.

Program implementation. The parent(s) that opted to make a commitment to the program were asked to:

(1) Collect the report cards daily from their child as soon after the child came home from school as possible.

(2) Add up the total number of points earned for the day.

(3) Reinforce the child immediately at the level of reinforcement earned for the day.

(4) Monitor their child as he/she charted points earned daily on a posted sheet, and keep a running tally of points earned for each week.

(5) Reinforce the child for earned weekly rewards.

(6) Return the completed point sheet to the experimenter or counselor during each weekly meeting.

Reward criteria and administration. If the child had earned at least 60% of available daily points or thirty-three points, the parent(s) were responsible for offering their child immediate verbal praise (i.e., "you really did very well in class today", "do you want to tell me how your day went", or, "great job today, you earned (number) points and I'm really impressed").

Similarly, if the child had earned at least 75% of the available daily points or 41 points, the parent(s) were responsible for offering immediate verbal praise as

described above, and, was also responsible for offering a nightly reward (i.e., extra TV time, staying up an hour past bedtime, extra play time, choice of nightly chores, etc.). The experimenter provided the parent(s) with a sample list of nightly rewards (Appendix I) and asked that the parent(s) and child create their own list of items and/or events that were economically feasible and acceptable to them.

When the student had earned 75% of the daily points, or 41 points daily, for five consecutive days (a total of at least 205 points) the parent(s) agreed to reward the child with a special weekly reinforcer. This reinforcer was given in addition to verbal praise and the nightly rewards already earned for appropriate daily performance. A sample list of special weekly rewards (Appendix I) was given to the parent(s) and child to help give the family some ideas to work from. A list of special rewards was then created and agreed upon by both the parent(s) and the child at the beginning of each week of the intervention phase. Parent(s) were advised that special weekly incentives, selected by the students, should be realistic and economically feasible for the family. The list or item selected could be altered by consensus of the parent(s) and child anytime during the intervention phase. At the beginning of each

school week the parent(s) and child would decide on the special reward that the child would be working on for the coming week.

Additionally, the parent(s) were responsible for keeping a weekly total of points earned. This was easily done by supervising their child while charting daily points earned on the daily point chart (Appendix D) provided for the student. The parent(s) were asked to post the daily point chart on the outside of the student's bedroom door or in a visually conspicuous place to both the student and the parent(s).

At this time the experimenter stressed to the parent(s) the importance of agreeing to give the student no reinforcement if the student earned less than 33 points (less than 60%) on any day. Parent(s) were asked on these occasions to still speak to their child in a positive way (i.e., "you didn't do so bad, maybe you will do better tomorrow"). Of equal importance was the agreement that no punishment would be administered to the student for failure to meet the 60% criterion. Self report from students participating in the program was used to confirm the parent(s) compliance to the above request.

Because administration of reinforcers were crucially important to the programs success, monitoring

of received reinforcers was carried out by one or both of the counselors. The counselors conducted probes as to what reinforcers had been given to the student and what weekly reward the child had agreed to work for. This task, with some difficulty, was accomplished during weekly contacts with the student and parent(s). During student or parent contacts, the experimenter or counselor asked how the reward system was working and whether the rewards seemed effective. This information was obtained by simply asking for it "in order to help other parent(s) who might be experiencing difficulty in deciding on appropriate rewards". If the parent was not pleased with the way the reward system was working, the parent(s) answer also provided that information. The experimenter or counselor then probed for problems and attempted to help the parent discover how to resolve them. Stressing the importance of proper administration of rewards was an ongoing part of the counselors interaction with the parent(s) and the student. The first interaction with the parent(s), following program implementation, began with a role play exercise designed to help them interact consistently with their child.

A role play exercise, parental interaction skills (Appendix J), was conducted with the parent(s) to help them resolve any difficulties they may have had with the

interactions necessary to implement the home-based contingency portion of the program. The role play exercise dealt with student and parent behaviors that were important to the program's success. Examples of these behaviors are (a) receiving report cards from son or daughter, (b) when to tally report card points, (c) the immediacy of reward delivery, and (d) methods of interaction dealing with the above behaviors.

School Environment

Daily report cards. The student's daily performance was monitored by daily report cards (Appendix B), which included a rules section, a classwork section, a grades section, and a teacher satisfaction section. In the rules section, ten conduct rules were described for teachers to report on as a measure of appropriate in-class behavior. Next to each rule was a box, and the teacher was asked to indicate whether or not a student had followed that rule each day. In the classwork section, teachers were asked to indicate how much classwork the student had completed by writing in the letter grade that the student earned for the in-class work of the day. Teachers were asked to report grades (A, B, C, D, or F) on assignments, homework, and tests in the grades section. In the teacher-satisfaction section, the teachers were asked to

indicate whether or not they were generally satisfied with a student's performance on a given day. If the teacher was satisfied with the student's performance, then he/she should check the "YES" box on the daily report card. However, if the teacher was not satisfied with the student's performance, then he/she should check the "NO" box on the daily report card. Additionally, a sheet of teacher instructions and behavior descriptions (Appendix K) was provided so there would be some consistency in behavior ratings between instructors.

The experimenter or counselor met individually with the teachers involved in the study to explain the details of their responsibilities to the program. The report card was presented in detail and each section completely described for the instructor. The experimenter worked with the teacher until no questions existed pertaining to his or her role in recording information on the student's daily report cards, daily reinforcement, baseline data collection, or intervention data collection. Teachers were not aware of which group the students, participating in the study, were assigned to.

Phase I - baseline. As mentioned earlier, the report card included a rules section, a teacher satisfaction section, a classwork section, and a grades

section. The 10 behaviors listed in the rules section and the teacher satisfaction section were each weighted at one point for a "YES" response and zero points for a "NO" response. A total of eleven points were possible on each report card and a total of fifty-five points could be obtained each day (computed across five classes). Some students did not attend five classes per day; for these students each report card still yielded eleven points per day, but, fewer total points were available daily. Adjustments for fewer classes were made.

Teachers that participated in each student's program were given a definition/description list for the rules behavior section in an individual meeting with the experimenter. The teachers were told that it was very important that each of them understand the operational definition of each behavior in order to maintain a consistent evaluation of such rule-governed behavior.

Teachers were asked to fill out a report card daily for each student in the program; both for the experimental and partial control group. During baseline, students did not know that the teacher was monitoring their behavior, therefore the teacher was asked not to say anything to the student about the report card. Baseline data collection continued for 2

weeks (10 school days) with the experimental group and the partial control group. No baseline data was collected on the full control group; teachers and counselors had no contact with this group pertinent to the study.

Phase II - intervention: In-class reinforcement.

During the intervention, Phase II of the program, teachers were requested to fill out daily report cards and offer the student verbal praise for a good day's performance. A good day's performance was defined as earning at least 60% of the daily available points, or at least 7 of the 11 available daily points. When the student did not earn at least 60% of the daily available points, or at least 7 of the 11 available daily points, the teacher was asked to fill out the daily report card, return the report card to the student, and offer the student a hope that he or she would do better during the next class session. Examples of verbal reinforcement are: (a) "You really did a great job today, keep it up"; (b) "You're really improving and doing so much better"; (c) "I am so impressed by your improvement, great job". For the purpose of consistency during the intervention portion of the program, teachers were asked to respond to the experimental and partial control group in the same manner. This component was added to the

program in the attempt to minimize any differential treatment that might occur from teachers towards students.

Phase II - intervention: Interobserver agreement.

In order for the experimenter to assess the consistency of report card evaluation, interobserver agreement checks were conducted by the experimenter or counselor during Phase II - Treatment part of the program. Teachers' and students' names were written on strips of paper and placed in a container. Upon arriving at the junior high school, the experimenter or counselor would draw a strip of paper from a container that contained information about a student and the class he/she would be attending. The experimenter or counselor would then conduct an interobserver agreement check within the chosen student's classroom. Names drawn from the container were not be replaced unless the student was absent from class on that day. This random process continued until the program ended.

During each scheduled site visitation in Phase II of the study, the experimenter or the counselor sat through a student's entire class period and rated the student as described above on a separate report card. At the end of the class period the experimenter or counselor compared his or her findings with the

instructor's. If the experimenter or counselor discovered inconsistency between the two evaluations of greater than 20% (greater than three errors or less than 80% agreement), he/she then asked to meet with the teacher to review the behavior descriptions.

Interobserver agreement checks took approximately 50 minutes each. Information provided to teachers, by the experimenter or counselor prior to data checks, implied that the experimenter or counselor was checking on the student's behavior. No reference about checking the teacher's accuracy on the report card was made.

Social Environment

Counselor/Experimenter. The experimenter and counselor provided additional reinforcement within the school setting, at the student's home, and during weekly meetings. In addition to the contact during the weekly meeting with the student and the weekly meeting with the student and parent(s), the experimenter and/or counselor were at the school site at least two days a week and maintained an open door policy for the students they were working with. Students were encouraged to initiate contact with the experimenter and/or counselor if they felt a need to discuss any portion of the program. To facilitate interaction between the counselor and students in the program, role play exercises were

introduced and practiced within the weekly meetings.

Role Play. Four role play exercises (Appendices L-0) were created to help the student improve academic skills, proper teacher interaction, resisting peer pressure, and methods (techniques) of communication and resolution of academic problems (problem solving exercise) as identified during periodic self-evaluation. Role play exercises were conducted with both the experimental and the partial control groups. The rationale for offering the role play exercises to both the experimental and partial control groups was to equalize the social experience on campus in order to detect any experimental difference based on the home-based contingency intervention. The format for each role play exercise consisted of three procedural steps.

First, Step I of role play involved students reviewing a problem event that had occurred at school. Students played both the role of themselves and the role of the instructor in the exercise. For example, during the "Student-Teacher Interaction" role play exercise, students would be asked to think of a particular problem event that had recently occurred within the classroom setting. They would then be asked to recreate the problem event by actively performing (acting out) the

interaction that occurred during that event. They would first act out the event from their own perspective, and then from their viewpoint of the perspective of the teacher.

Second, during Step II of role play (i.e., student-teacher interaction) student actors actively played the role of the instructor while the experimenter modeled appropriate student behavior for the particular problem event. Students were encouraged to respond as they would expect the teacher to respond in a similar problem situation. Instructions, for example, might be:

"Now that you have acted out what occurred during the situation as you remembered it, let's look at the situation a little differently. This time you will act as the teacher. When we play out what occurred in the situation talk to me as if I were the student. I will act as if I were you and try to handle this problem situation in a way that will not anger or upset the teacher. Do you have any questions about what I have just explained to you." (Pause a moment.) "If not, are you ready to begin acting out the problem situation." (Pause a moment.) "Ok, lets begin the exercise. To get us started I will go first."

During Step III of role play (i.e., student-teacher

interaction) the counselor assumed the role of the teacher. Students assumed their own role and were encouraged to react in a manner similar to the behavior modeled by the counselor during Step II intervention (counselor acting out the student role). Instructions during Step III intervention might include:

"Now that you have had a chance to play the role of the teacher, I would like to take my turn at acting as a teacher might act. This time I would like you to to play your role and try out some of the things I just showed you. Do you have any questions about what I have just asked you to do." (Pause a moment.) "If not, are you ready to begin acting out the problem situation." (Pause a moment.)

"Ok, lets begin the exercise. To get us started I will go first."

Students were instructed in different ways to approach an angry instructor so as not to further aggravate the problematic situation. For example, approach the teacher when he or she is not busy, ask if you can set up a meeting with him or her, make sure to keep the appointment made with the instructor, and discuss your concerns calmly and clearly with the teacher during the meeting.

Students were additionally instructed in how to

mentally list alternatives in a confrontation situation, and were shown (modeled by counselor) how to weigh each alternative before acting in the presenting situation (i.e. stop and think about which of the alternative ways of approaching the teacher would be the best and not anger the teacher more). Students were then told that during the next weekly meeting they would be responsible for discussing what occurred during any confrontation event and evaluating the success of the student's choice of an alternative. The role play exercises Academic Study Skills, Resisting Peer Pressure, and Methods of Appropriate Communications and Problem Resolution in the Student's Home and Social Environment were conducted in a similar fashion.

In order to measure performance of students, the daily report card used by Shumaker, Hovell, and Sherman (1977) was modified to fit the needs of the current study and filled out by the experimenter or counselor at the end of each weekly session; this sheet was called the Student Role Play Performance Sheet (Appendix P).

Role play homework. At the end of the role play exercise students were instructed that during the following week they would be required to use the skill they had just acquired to handle at least two inappropriate events. Students were to utilize the

experiences gained from the role play exercise to deal with these inappropriate events. Inappropriate events were defined as actions of the students that might place them in a position of confrontation with their teacher.

Results

Questionnaire Data

The School Attitudes Questionnaire (Appendix A), originally consisting of 47 items, was developed to examine the feelings, thoughts, and behaviors of students concerning school was first administered to 329 seventh and eighth grade students at a local middle school. Data were coded and entered for computer analysis. Using a coefficient alpha test, an alpha of .88 was obtained with item correlations ranging from .07 to .65.

The experimenter set an arbitrary item-total correlation cutoff at .40, selected all items exceeding the cutoff, and established a new questionnaire of 22 items. This revised questionnaire was then administered to a new set of 416 seventh and eighth grade students from two local middle schools (184 students from the school above and 232 students from a second middle school). Data were coded and entered for computer analysis. Using a coefficient alpha test, an alpha of .91 was obtained for the revised 22 item questionnaire.

Item correlations for the 22 item questionnaire ranged from .43 to .66.

Questionnaire data plotted for the experimental group (see Figure 3), with the exception of items 3 and 4, indicate that the students who were randomly assigned to this group generally viewed school in a similar way as all other students who completed the questionnaire (within one standard deviation).

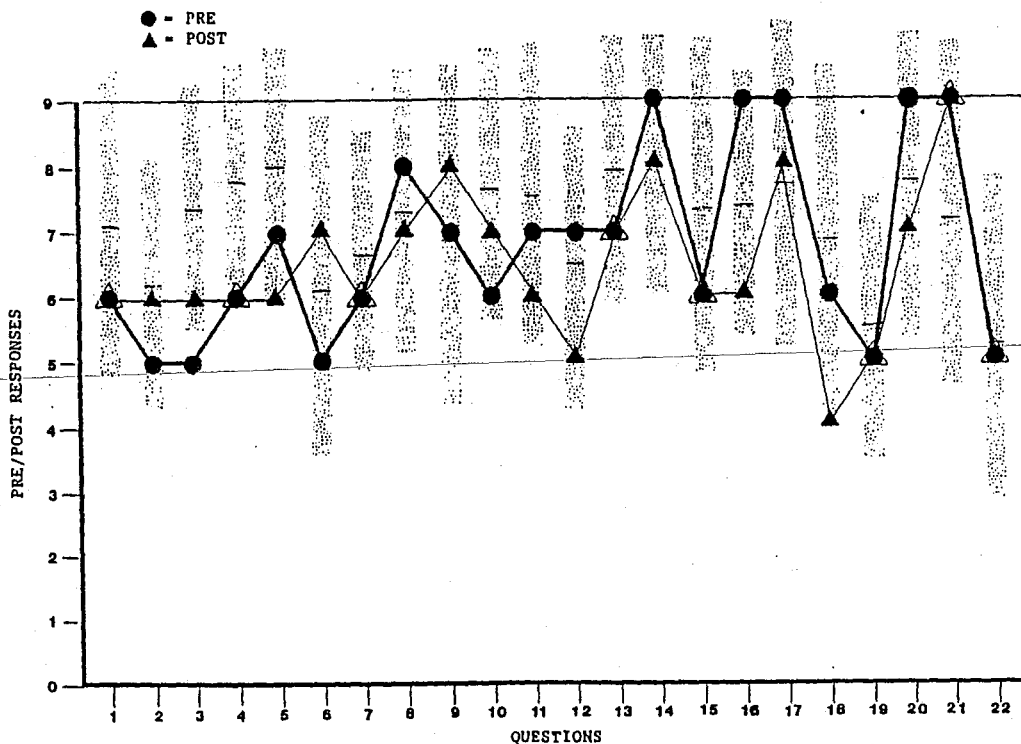


Figure 3. Average responses of the experimental group on the School Attitudes Questionnaire are plotted over the item means and ± 1 standard deviation, of the 22 questions, from 416 seventh and eighth grade students.

Questionnaire data plotted for the partial control group (see Figure 4), with the exception of items 4 and 12, also indicated that students who were randomly assigned to that group generally viewed school in a similar way as all other students who completed the questionnaire (within one standard deviation).

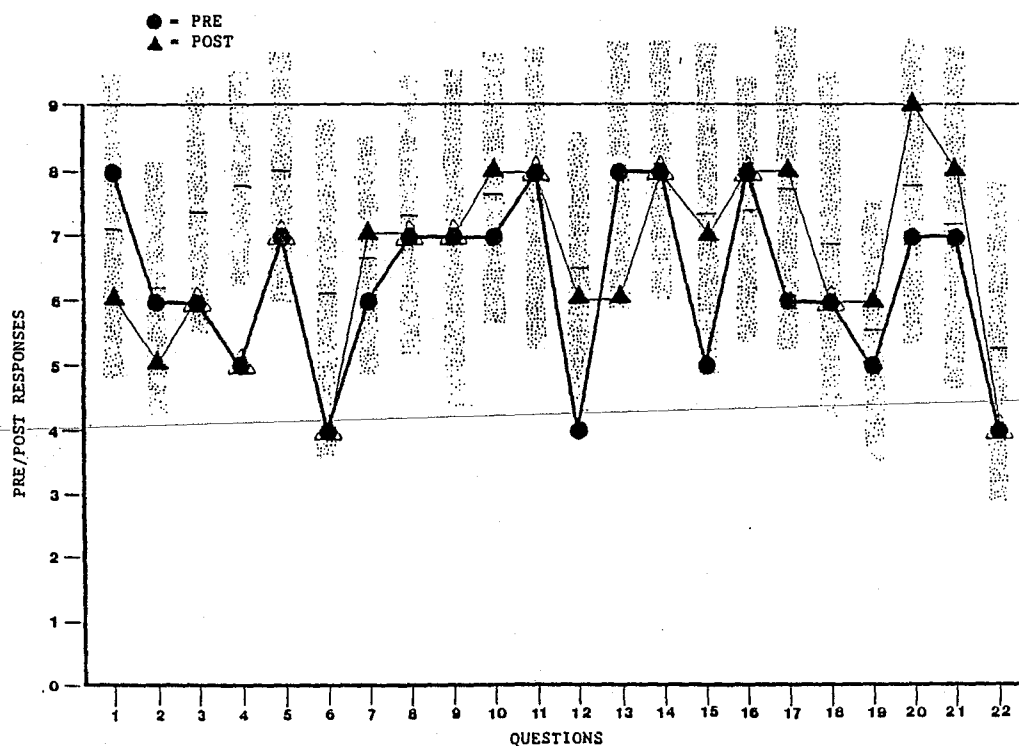


Figure 4. Average responses of the partial control group on the School Attitudes Questionnaire are plotted over the item means and ± 1 standard deviation, of the 22 questions, from 416 seventh and eighth grade students.

As mentioned above, except for items 3 and 4 for the experimental group, and items 4 and 12 for the partial control group, all responses fell within one standard deviation of the means of the norming population on the 22 item questionnaire.

This information suggests that students who were involved in the study (experimental or partial control groups) did not differ from other seventh or eighth grade students in their feelings, and thoughts concerning school. No such information was obtained for the full control group as no contact was made with them by the experimenter or counselor involved in the study.

Daily Report Cards

Data collected through the use of the daily report cards indicated that the experimental group's behavior did in fact improve, relative to the partial control group, as is graphically depicted on Figure 5. Over time, the experimental group's behavior improved post intervention while the partial control group's behavior become worse post intervention. The percentage of daily points earned by the experimental group is represented by a solid black circle and is observed to be visually higher than the percentage of daily points earned by the partial control group represented by the solid black triangle.

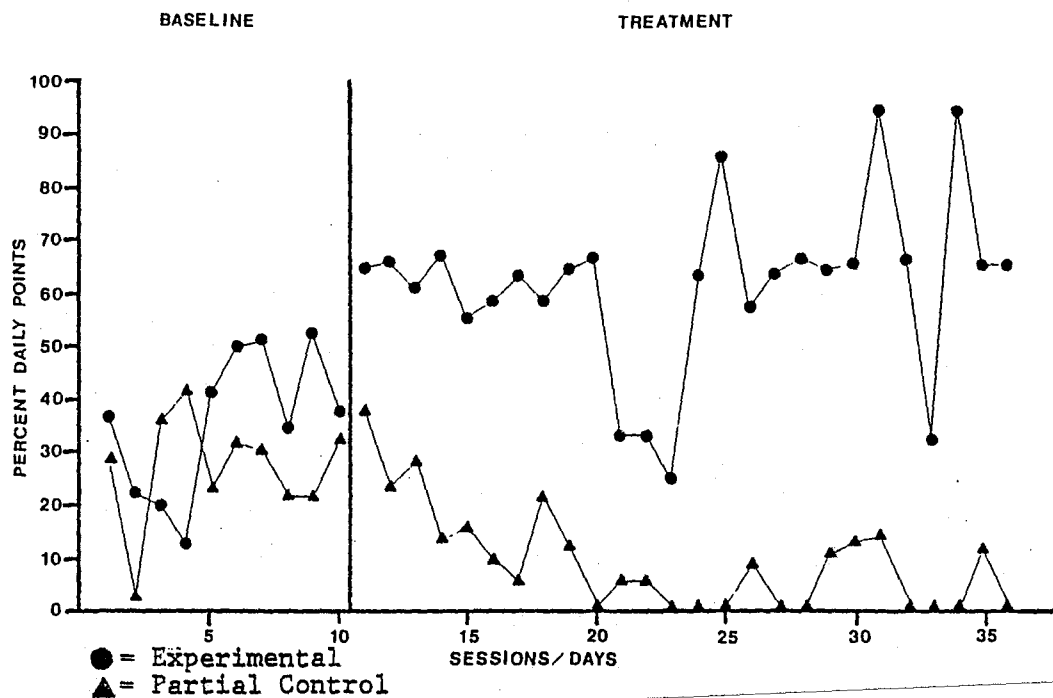


Figure 5. Percent daily points earned on the Daily Report Cards (Appendix B) for baseline and intervention data collection. The experimental group is represented by a solid black circle, and the partial control group is represented by a solid black triangle.

The average points earned on the daily report cards for the experimental group during baseline data collection (pre-treatment) was 19.6 points , while the average points earned during treatment data collection was 34.14 points. In comparison, the average points earned on the daily report cards for the partial control group during baseline data collection (pre-treatment) was 15.1 points, while the average points earned during treatment data collection was 4.82 points.

Data generated on the daily report cards of the experimental and partial control groups were analysed using a t-test to compare the performance of the two groups using the percentage of daily points earned. This analysis revealed that the subjects in the home-based contingency group performed significantly better (earned a higher percentage of daily points) than the subjects in the partial control group [$t(25) = 13.85, p < 0.00$] during the intervention period. The experimental group (home-based contingency group) earned an average of 62.04% of the total available daily points, while the partial control group earned an average of 8.77% of the total available daily points. It should also be noted that the percentage of daily points earned during the baseline period, prior to intervention, were not significantly different between

the experimental and partial control groups [$t(9) = 1.49, p < 0.08$]. During the baseline period the experimental group earned an average of 35.80% of the total available daily points, while the partial control group earned an average of 27.60% of the total available daily points.

Interobserver agreement checks. As stated earlier in the procedure section, students were evaluated, using the daily report cards, at the end of each class by their teacher for performance during that class they had just attended. To be sure that teachers were filling out the daily report cards in a consistent fashion, according to the operational definitions given them before intervention began, interobserver agreement checks were randomly conducted.

There were 22 teachers and 10 students involved in the current study. The experimenter and counselor conducting the study attempted 33 random interobserver agreement checks of which 19 were successfully completed. These interobserver agreement checks were conducted during the intervention phase of the study. The 14 unsuccessful attempts at completing the checks were due to the participant student's absence in that class for that given day. The 19 completed interobserver agreement checks ranged from between

82%-100%. The mean percentage of agreement for the 19 interobserver agreement checks was 94.79%. No interobserver agreement check fell below 80%, therefore, no check had to be conducted again due to lack of acceptable agreement. A student was scored, using the daily report card, by the experimenter or counselor during an observed class period. The instructor of the class observed by the experimenter or counselor scored the same student at the end of the same class period. This process minimized any chance of the observer (experimenter or counselor) using teacher cues to establish similar scores.

Weekly meetings. Additionally, it should be noted that students from the experimental and partial control groups were required to attend weekly meetings with the experimenter or counselor. The total times spent in weekly meeting are listed on Table 1. As listed, the average time spent in weekly meetings by the experimental group members was approximately 26.1 minutes, and the average time spent in weekly meetings by the partial control group members was approximately 24.3 minutes. These figures suggest that the experimenter and/or counselor spent an equal amount of time with each student and that no special attention was given to members of either group that might have biased

the results of the study.

Table 1

Student Counseling Time/Meetings (12 Total)

Group	Total Minutes	Number of Meetings
Experimental - Subject 1	280	11
Subject 2	267	9
Subject 3	236	10
Part. Control- Subject 1	124	5
Subject 2	208	11
Subject 3	221	8
Subject 4	241	11
Subject 5	198	7
Subject 6	202	8
Subject 7	239	9

Average Time for Each Meeting:

Experimental - 26.1 minutes

Partial Control - 24.3 minutes

Grade Data

Visual inspection of grade data (see Figure 6) shows some differences between the grade point averages of the three groups (i.e., experimental, partial

control, and full control) for the three trimesters of the school year. Visually, the experimental group has improved grades over the partial control group and the full control group. However, the visual differences between the experimental group and either the partial control group or the full control group were not statistically significant. Additionally, the visual differences between the partial control group and the full control group were not statistically significant.

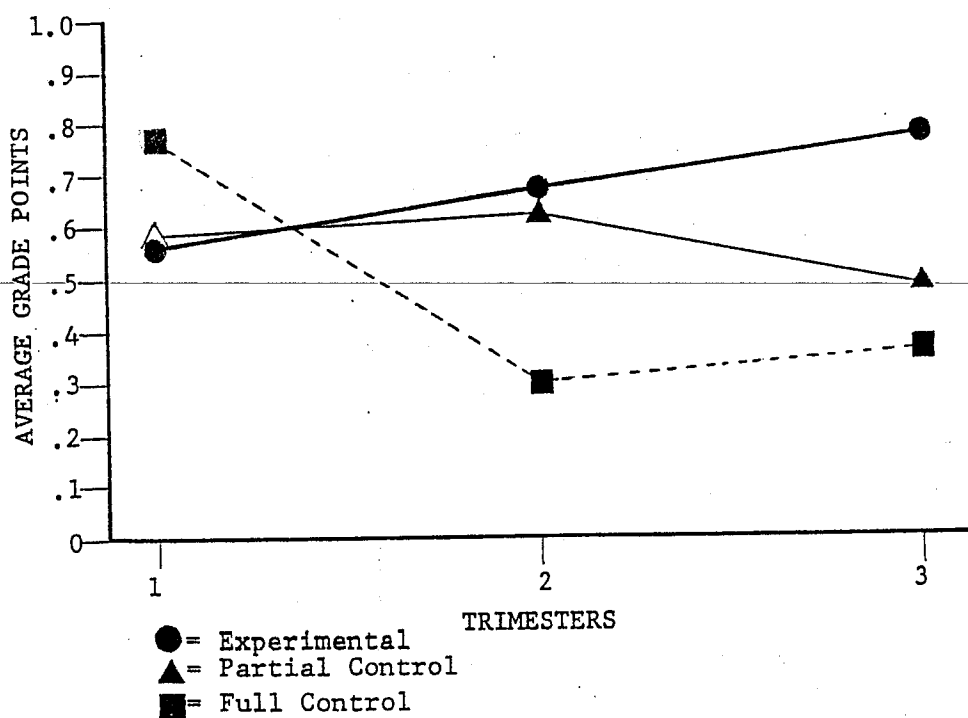


Figure 6. Grade point average data for the experimental, partial control, and full control groups obtained from school records for the three trimesters of the school year. See table 5 for plotted data.

During the third trimester, the period in which the home-based contingency intervention was conducted, the mean grade point average of the experimental group was .77 using a four point grading scale (i.e, 4.0=A, 3.7=A-, 3.3=B+, 3.0=B, 2.7=B-, 2.3=C+, 2.0=C, 1.7=C-, 1.3=D+, 1.0=D, .7=D-, .3=F+, 0=F). The mean grade point average of the partial control group was .52, and, the mean grade point average of the control group was .37.

Third trimester grade data generated from report card information, obtained from school records for the experimental group (grade point averages of .72, .8, and .8) and the partial control group (grade point averages of .2, .74, .4, .34, .6, .34, and 1.0), were analyzed using a t-test to compare the academic performance between the two groups. This analysis revealed that the subjects in the home-based contingency group did not perform significantly better (earn a higher grade point average) than the subjects in the partial control group [$t(2) = 1.53, p > 0.08$] after the intervention period.

Also, third trimester grade data generated from report card information, obtained from school records for the experimental group and the full control group (grade point averages of .26, 1.34, .40, .20, 0.0, and 0.0), were analyzed using a t-test to compare the academic performance between these two groups. This

analysis revealed that the subjects in the home-based contingency group also did not perform any better (earn a higher grade point average) than the subjects in the full control group [$t(2) = 1.36, p < 0.11$] after the intervention period.

Finally, third trimester grade data generated from report card information, obtained from school records for the partial control and full control groups, were analyzed using a t-test to compare the academic performance between the above two groups. This final analysis revealed that the subjects in the partial control group did not perform significantly better (earn a higher grade point average) than the subjects in the full control group [$t(2) = .68, p > 0.25$] after the intervention period.

As is observed from the individual grade point averages presented above, students in the experimental group's academic performance was fairly consistent (grade point average ranged from .72 to .80). However, the academic performance for the partial control group (grade point average ranged from .2 to 1.00) and the full control group (grade point average ranged from 0.00 to 1.34) was much more erratic.

Attendance

Average regular attendance. Table 2 displays the average regular attendance for the experimental group, partial control group, and the full control group.

Table 2
Average Days of Attendance

Group	Trimester 1	Trimester 2	Trimester 3
Experimental Grp	42 Days	44 Days	44 Days
Part Control Grp	40 Days	44 Days	48 Days
Full Control Grp	41 Days	36 Days	47 Days

This average regular attendance data is also presented graphically in Figure 7.

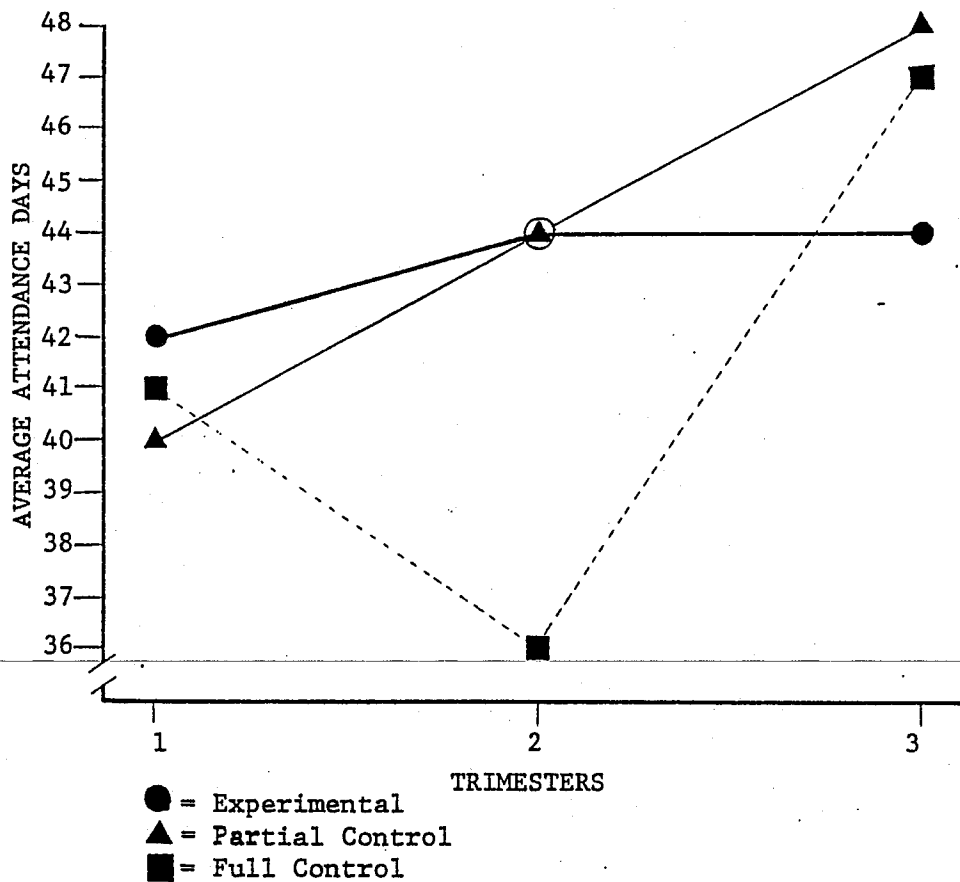


Figure 7. Average days of attendance for the experimental, partial control, and full control groups obtained from school records for the three trimesters of the school year. See Table 2 for plotted data.

Visual inspection of graphed data shows that during the third trimester the experimental group (represented by a solid black circle) attended classes for less full days than either the partial control group (represented by the solid black triangle) or the full control group (represented by the solid black square. Additionally, the partial control group attended more full days of classes than either the experimental group or the full control group.

Inspection of Figure 7 also shows that regular attendance for the experimental group increased between the first and second trimester, but, regular attendance did not improve between the second and third trimester. However, as depicted on the graph, the partial control group increased their regular attendance between the first and second trimester and between the second and third trimester. In addition, the full control group appeared to decrease regular attendance between the first and second trimesters, but, dramatically increased their attendance between the second and third trimesters.

Average days legally absent. Table 3 displays the average days of legal absence for each of the three groups (experimental, partial control, and full control groups).

Table 2
Average Days Legally Absent

Group	Trimester 1	Trimester 2	Trimester 3
Experimental Grp	10 Days	11 Days	13 Days
Part Control Grp	8 Days	7 Days	11 Days
Full Control Grp	6 Days	10 Days	8 Days

This legal absence data is graphically depicted on Figure 8 (solid circle = experimental group; solid triangle = partial control group; solid square = full control group). As can be seen by visual inspection of Figure 8, the experimental group members were legally absent (graphed using average days absent) more than either the partial control group or the full control group. In fact, absence data obtained from school records indicated that for all three trimesters of the school year, the experimental group averaged more days legally absent than either the partial or full control groups.

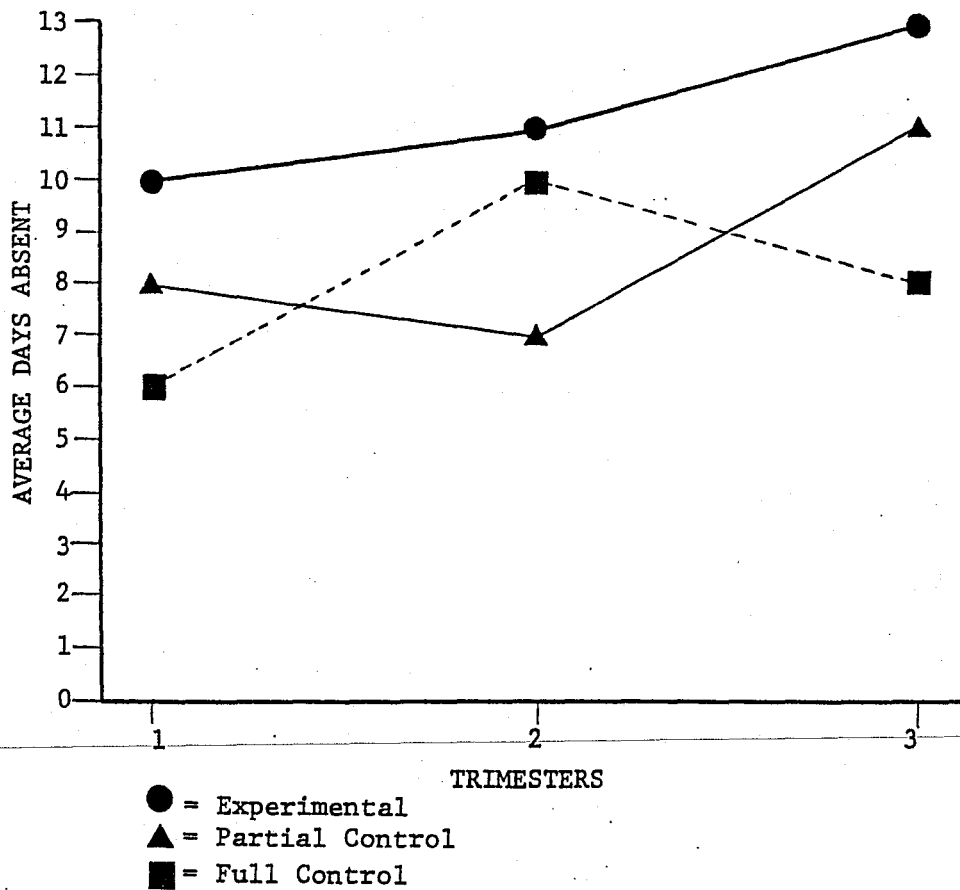


Figure 8. Average days of legal absences for the experimental, partial control, and full control groups obtained from school records for the three trimesters of the school year. See table 3 for plotted data.

Average days truant. Table 4 lists the data collected for average days truant by each of the three groups involved in the study (experimental, partial control, and full control groups). This truancy data is graphed on Figure 9 (solid circle = experimental group; solid triangle = partial control group; solid square = full control group). This graph shows that there was a steady increase in average days truant, for the members of the experimental group, between the first and third trimesters of the school year.

Table 4
Average Days Truant

Group	Trimester 1	Trimester 2	Trimester 3
Experimental Grp	3 Days	5 Days	7 Days
Part Control Grp	4 Days	5 Days	5 Days
Full Control Grp	7 Days	10 Days	11 Days

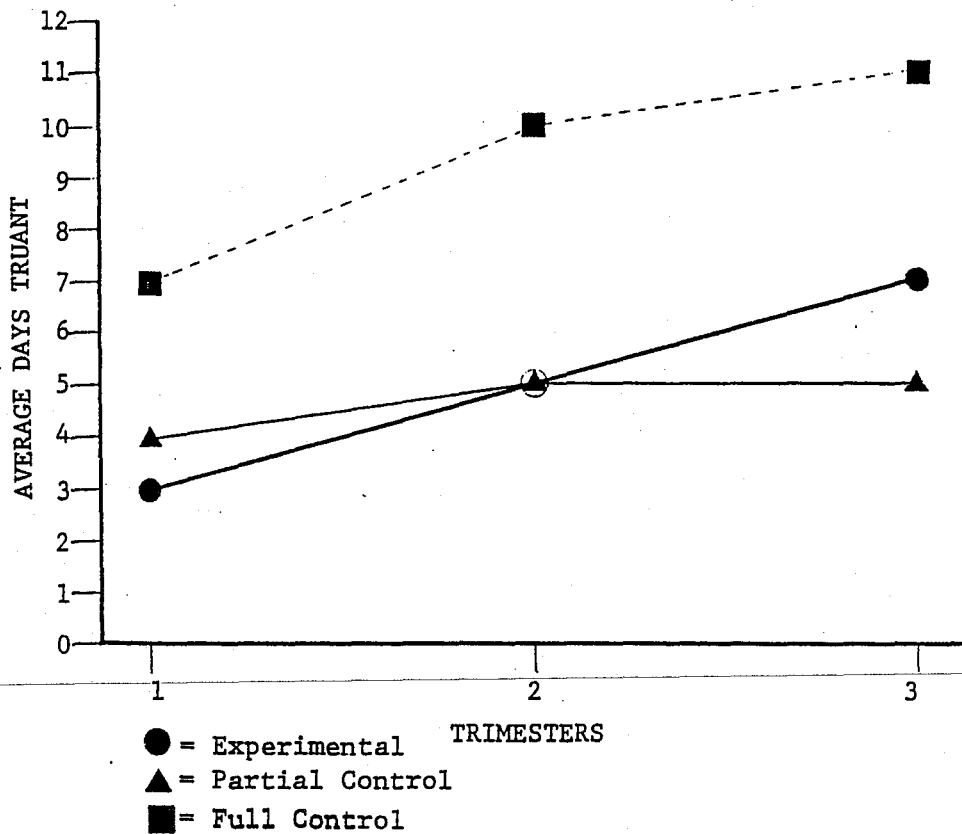


Figure 9. Average days of truancy for the experimental, partial control, and full control groups obtained from school records for the three trimesters of the school year. See Table 4 for plotted data.

The average days truant for the partial control group started out higher than the experimental group for the first trimester, was equal to the experimental group during the second trimester, then, fell below that of the experimental group during the third trimester of the school year. However, the average days truant for the full control group remained consistently higher, than both the experimental group and the partial control group, for all three trimesters of the school year.

Discussion

Daily Report Card

Within Group (Experimental). The results indicate that the program involving the home-based contingency component, given as treatment to the experimental group, appears to be responsible for an increased number of points earned on the daily report cards. These results can be easily seen when you compare the number of daily points earned during baseline data collection period (19.6 points average daily points out of 55 points) to the number of daily points earned during intervention data collection period (34.14 average daily points out of 55 points). These daily report card data for the experimental group are graphed on Figure 5. The results support assumption 1 for this study. As is recalled, assumption 1 was that students randomly assigned to the

experimental group (home-based contingency group) will increase their scores on the daily report cards, over baseline scores, during the intervention phase of the program. Data collected from the daily report card did show a distinct improvement trend in the specific areas of rule behavior, teacher satisfaction, and classwork completion for the experimental group.

Several explanations for the success of the intervention can be hypothesized: (a) The influence of the parent(s) involvement in their child's success in school might carry very potent reinforcing qualities for the student; (b) The fact that rewards given at home for improved behavior at school might be a stronger reinforcer than the rewards given by a counselor or teacher at school; (c) Additionally, the extra attention paid to the student by the parent(s) may be the most important factor for a student's improvement. One or all of the above explanations might apply to each student. And, this list of explanations do not comprise the total of all that could be developed.

However, individual results for the three students that comprise the experimental group did reveal some information that warrants addressing. Visual inspection of daily report card data for students 1-3 (see Figure 10) reveals that there are missing data points. These

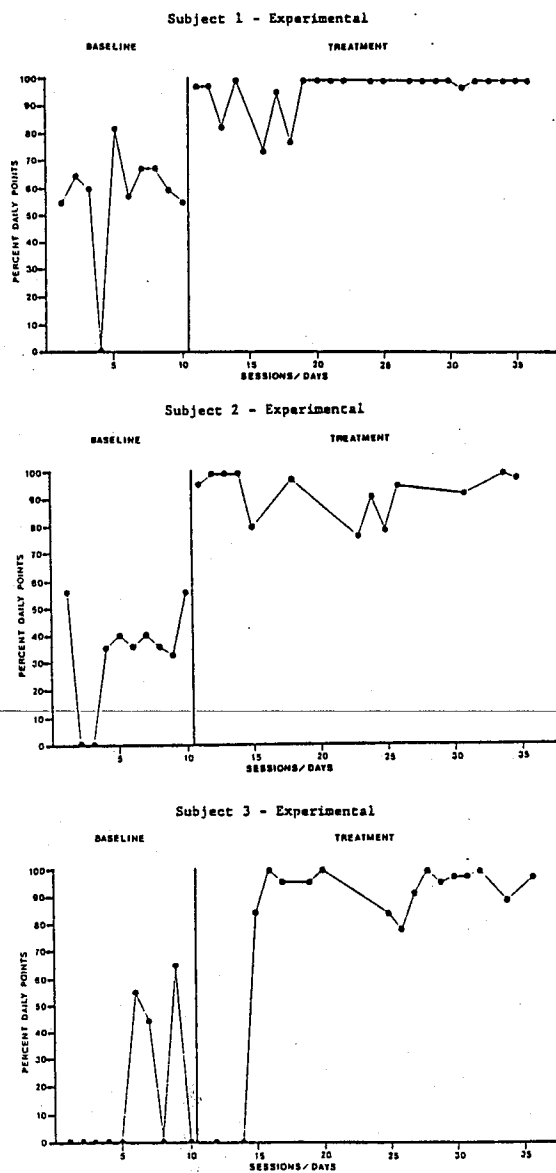


Figure 10. Experimental group's individual data.
Percent daily points earned on Daily Report Cards.

missing data points represent days when the student was absent from school (either truant or legally absent). During the intervention phase of the program, the 3 students which make up the experimental group were absent for an average of 8.33 days of the 26 days of intervention. Therefore, the observed success of the intervention program might have been greater had each subject attended school regularly.

As important as the information above is how the experimental group performed in comparison to the partial control group on the daily report cards. As can be recalled from the procedure section, the partial control group received every component of the program with the exception of the home-based contingency component. Therefore, the test of the effectiveness of the home-based contingency was made by the comparison between the experimental group and the partial control group.

Between Groups (Experimental vs. Partial Control). Visual inspection of Figure 5 indicates that assumption 2 was supported as well. Assumption 2 proposed that students randomly assigned to the experimental group (home-based contingency group) will obtain higher point totals on the daily report cards than students randomly assigned to the partial control group (role-play only

group).

This assumption dealt with the issue of comparing the relative strength of a program that included the home-based contingency component verses the same program without the home-based contingency component. The experimental group readily outperformed the partial control group on points earned on the daily report cards during the intervention phase of the program.

As both groups received similar components of the program with the exception of the home-based contingency component, it is concluded that this separate component was responsible for the improved performance, by the experimental group, on the daily report cards.

However, as with the experimental group, individual results for the 7 students that comprise the partial group also revealed missing data points (see Figure 11). Again, these missing data points represent days when the student was absent from school (either truant or legally absent). During the intervention phase of the program, the 7 students which make up the partial control group were absent for an average of 7.71 days of the 26 days of intervention. Therefore, the observed success of the intervention program might have been greater had each subject attended school regularly.

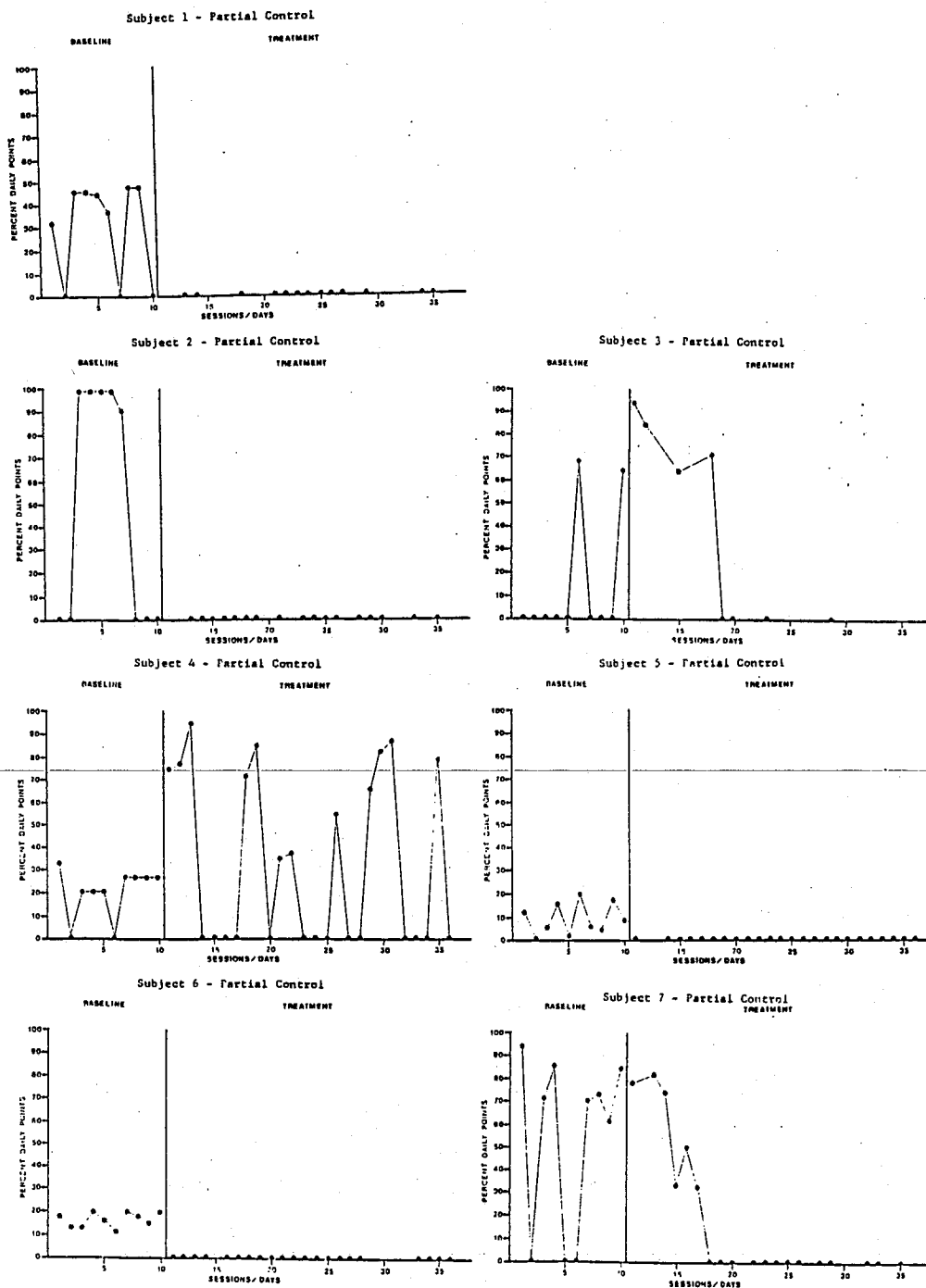


Figure 11. Partial control group's individual data.
Percent daily points earned on Daily Report cards.

Now that it has been assumed that the study's intervention was responsible for the difference in behavior between the experimental and partial control group, it is important to know how this change in behavior impacted on the grade point averages of the two groups.

Grade Point Average

Experimental group. Assumption 3 stated that students randomly assigned to the experimental group (home-based contingency group) will achieve a higher grade point average during the third trimester than they have already achieved during the first and second trimester. As a function of the improvement by the experimental group on the daily report cards, an implied reduction in inappropriate behavior would occur during the intervention phase of the program. This reduction in inappropriate behavior, as seen by an increased number of points earned on the daily report cards, should translate into an improvement in classwork and homework behavior. Thus, students in the experimental group would be expected to meet their goal of improved academic performance (improved grades), satisfy the criteria of advancement for the school, and pass on to the next higher grade.

As noted on Table 5, grade point averages for the

Table 5
Grade Point Average

Group	Trimester 1	Trimester 2	Trimester 3
Experimental Grp	.56	.67	.77
Part Control Grp	.59	.63	.49
Full Control Grp	.77	.30	.36

experimental group during the third trimester (.77) did in fact improve over the first (.56) and second (.67) trimesters. However, this improvement in grade point average during the third trimester was not much higher than the grade point averages earned during the first and second trimesters. Using the four point scale defined earlier, the earned grade point average for the third trimester only equates to a grade of approximately D-. Even though the numerical value of the grade point average for the third trimester appears to be higher than the first and second trimester, the resulting grades for all three trimesters remains much the same,

approximately D-.

Therefore, although the experimental group improved significantly on the daily report cards during the intervention phase of the program, they did not improve significantly on their final grade point average. The next question to be raised is "did the experimental group's grade point average improve significantly over the partial control group's grade point average?" This issue is addressed next as assumption 4 is reviewed.

Experimental group vs. partial control group.

Assumption 4 purported that students randomly assigned to the experimental group (home-based contingency group) will achieve a higher grade point average during the third trimester than students randomly assigned to the partial control group (role-play only group)". Grade point average data listed on Table 5 shows that the experimental group did achieve a higher grade point average than the partial control group in the third trimester. This can be noted as an improvement, as grade point averages for the two groups during the first and second trimesters were virtually at the same low levels. Still, the improvement was not substantial.

The partial control group's grade point average during the third trimester (.49) was lower than their

grade point average for the first (.59) and second (.63) trimesters (see Figure 6). And, the partial control group's grade point average decreased during the third trimester while the grade point average increased for the experimental group during the same time period. As noted with the the experimental group above, this change was not significantly outside the grade range of D-.

However, the argument could be made that although the differences in grade point averages between the experimental group and the partial control group were not significant, there is evidence that the experimental group's grade point average was rising post intervention while the partial control group's grade point average was falling. This argument suggests the assumption that given more time for observation and follow-up, the experimental group may show a greater grade point average gain as a function of the home-based contingency component of the program.

Experimental group vs. full control group. It was additionally assumed that students randomly assigned to the experimental group (home-based contingency group) will achieve a higher grade point average during the third trimester than students randomly assigned to the full control group (no treatment group)". Grade point average data listed on Table 5 shows that the

experimental group did achieve a higher grade point average than the full control group in the third trimester. Again, this can be noted as an improvement, as the grade point average for the full control group (.36) during the third trimester equated to an approximate grade of F+, while the grade point average for the experimental group (.77) equated to approximate grade of D-.

Although the full control group's grade point average decreased during the third trimester while the grade point average increased for the experimental group during the same time period the improvement must be considered minimal at best. However, the same argument could be made as with the differences between the experimental and partial control groups. That is that although the differences in grade point averages between the experimental group and the full control group were not significantly different, there is evidence for the argument that the experimental group's grade point average was rising post intervention while the full control group's grade point average was falling without the similar intervention (from .77 during the first trimester to .36 during the third trimester). This obvious drop from an approximate grade of D- to F+ should bring attention to the fact that an intervention

of some kind is necessary if these students are to prevent further decline in their academic performance.

Attendance

School attendance is as important as grades to students who wish to advance academically. If a student does not attend classes, he or she cannot obtain the grades necessary to advance. This issue is also a hot topic for school administrations, as funding for schools is often computed using student attendance records. Thus, this study looked at the impact of the home-based contingency component of the program on improving school attendance.

Assumption 6 suggested that students randomly assigned to the experimental group (home-based contingency group) will have a higher regular attendance during the third trimester than students randomly assigned to either the partial control group (role-play only group) or the full control group (no treatment group). There was an average of 65 school days during the third trimester. As can be seen on Table 2, of those 65 average school days the experimental group attended an average of 44 days of classes, while the partial control group attended an average of 48 days, and the full control group attended an average of 47 days.

Overall, there was no impact of the home-based contingency component of the program on attendance. In fact, both the partial control group and the full control group, neither of which received the home-based contingency component of the program, had a slightly higher average of days attended during the third trimester than the experimental group.

Truancy

Another problem that poses major difficulty for schools is the truancy rate among students. For many disadvantaged youths, especially those who are already doing poorly in school, truancy rates are high. So, this study also looked at the impact of the home-based contingency component of the program on decreasing the truancy rate of the experimental group.

Assumption 7 stated that students randomly assigned to the experimental group (home-based contingency group) will have fewer truancy absences during the third trimester than students randomly assigned to either the partial control group (role-play only group) or the full control group (no treatment group)". Table 4 displays the average number days truant for the three trimesters of the school year. This data is also graphically depicted on Figure 9. Upon visual inspection, it is noted that the full control group (represented by solid

black square) had the highest average number of days truant (11 days) for the third trimester. The graph also indicates that this third trimester figure of average days truant was an increase over the average days truant found for the first trimester (7 days) and the second trimester (10 days) for the full control group. And, the average days truant for the three trimesters of the school year were all higher than either the partial control group or the experimental group.

Average days of truancy for the partial control group started out second highest (4 days) during the first trimester, increased to an average of 5 days truant for the second trimester, and remained at an average of 5 days truant for the third trimester. Although the experimental groups average days truant were the lowest during the first trimester (3 days), and only tied with the partial control group for the second trimester (5 days), they did not do as well in the third trimester. During the third trimester, the experimental group's average days truant rose to the second highest position (7 days), suggesting that the third trimester intervention had no impact on decreasing average days truant.

General Discussion

After reviewing the results of this study one major question arises, "why did the experimental group perform so well on the daily report card, yet not improve significantly in their grades?"

One answer to this question is that there was not enough time, post intervention, for this change to develop. The intervention was implemented in the third trimester of the school year, and time did not permit any follow-up of the students who participated in the experimental group. The observed trend of grades for the subjects in the experimental group was positive and may have continued to improve into the next school year.

Another answer to this question is that the experimenter may have overlooked an important variable. A variable which was not influenced by improved classroom behavior. For example, students who participated in the study were screened for special education classes, some students may have tested above the cutoff for special education. Therefore, they were not included in special education classes and were not excluded from the study even though skill deficits may have existed.

An equally plausible alternative is that the students who participated in the experimental group were

reinforced (via attention) for poor academic performance. This reinforcement, from peers, parents, teachers, and/or counselors may have been important enough to the students for them to maintain low grades.

Time spent with parent(s) by the experimenter may not have been sufficient to warrant change in their behavior. The experimenter might have offered the student's parent(s) an opportunity for family counseling. For example, family counseling might help them with parenting skills. It is likely that if the students involved in the program are disadvantaged, then, the parents of the students are also disadvantaged. Counseling could have provided the parent(s) with other needed skill development that in turn would have assisted them in working with their child. Parental counseling might also have aided the parent(s) in opening up better lines of communication with their child. In short, the role play provided by the experimenter, to the parent(s), may not have been adequate.

Self report from students from the experimental group, dealing with the daily and weekly rewards they received, was all positive. Similar positive feedback was obtained from the parent(s) in weekly meetings or phone conversations held with the experimenter or

counselor. However, this information might have been erroneous. And, the effectiveness of the program would have been minimized had daily and/or weekly rewards not been administered appropriately.

Whatever the reason, these are some issues that need to be addressed in a future study of this kind. The experimenter prefers to think that the first general discussion point (short program of one trimester with no follow-up time) supplies a reasonable explanation for the lack of major improvement in grades. Thus, any future intervention should begin in the first trimester to allow for an effect on grades and attendance to develop. Also, additional attention should be paid to identifying and controlling for extraneous variables that were not recognized in this study.

Summary

In summary, Schumaker, Hovell, and Sherman (1977) found that the use of a home-based privilege program managed by natural parents can be effective in improving adolescent's classroom conduct, teacher satisfaction with students, classwork performance, and semester grades.

Therefore, the current study assumed that the influence of home-based contingencies, via parental participation in the intervention, would give students

in the experimental group the advantage over the students in the partial control group and the full control group that did not receive the home-based contingency intervention. This assumption was based on the findings of Schumaker, et al., and the fact that without the parent(s) participation in the home-based contingency program the intervention would be minimal.

Parent(s) who agreed to participate in the current home-based contingency component program were compliant in fulfilling their contract responsibilities. As a result of parental compliance, students in the experimental group did in fact improve on their daily report card performance. The experimental group's scores on the daily report cards were significantly higher than the partial control group's during the intervention phase. These findings support those of Schumaker, Hovell, and Sherman. However, students in the experimental group did not significantly increase their grade point averages as was found by Schumaker, et al.. Additionally, students in the current study did not attend school more regularly, or become less truant than the students in the partial control group or students in the full control group.

Therefore, although the home-based contingency component of the program proved somewhat effective for

improving daily classroom behavior and teacher satisfaction, further investigation into the total program's effects needs to be pursued. This investigation should include the timing of program implementation during the school year, effectiveness of counseling provided, and parental influence on the program. An additional area that should be investigated is whether or not counseling services should be made available not only to the students, but, also to their parent(s) for the duration of a similar program.

This type of program should not be abandoned by school administrations. Disadvantaged youths deserve the chance to learn to succeed academically. Where a home environment is not conducive to this progress, the educational system needs to help. This and similar studies should be promoted for the purpose of discovering more cost effective methods of working with disadvantaged youths.

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Appendix A

This questionnaire is intended to examine a student's feelings, thoughts, and behaviors concerning school. The purpose of this examination is to test how accurate (valid) this self-report measure of academic support skills is to a group of middle school students. Do NOT write your name anywhere on this form. No one will know which answers you chose so please be a careful and honest as possible when answering the questions.

Please fill in the blank for each question below as it applies to yourself. Then turn the page and read the instructions carefully before completing the remainder of the form.

Name of your school: _____

Your grade level: _____

Circle one
please:

MALE

FEMALE

Circle one
please:

Mexican

Filipino

White

Black

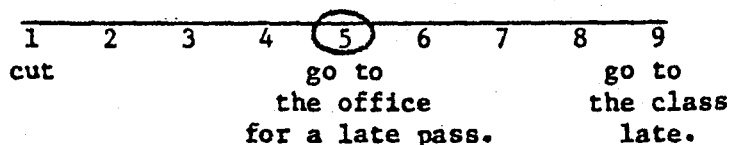
Asian

Other: _____

Thank you.

For each of the following items indicated by circling a number from one to nine on the accompanying scale the degree to which the statement applies to you. A sample item has been provided below.

(Example) When I am late for class, I usually _____.



This student felt that by going to the office for a late pass he/she would avoid any punishment that might occur from being late for class without a late pass. He/she also preferred this behavior to cutting class.

Please read each item and the alternatives carefully, and answer as honestly as possible. There are no right and wrong answers. Remember, your responses will all be anonymous, and there is no time limit.

Thank you.

1. At the end of a school day, I am _____ about what I accomplished during the day.

1	2	3	4	5	6	7	8	9
don't care				not sure				pleased

2. When my parent/s tell me I am doing well in school I _____ do better when I do my school assignments.

1	2	3	4	5	6	7	8	9
never				sometimes				always

3. When I attend classes at school, I learn _____.

1	2	3	4	5	6	7	8	9
nothing.				a little.				a lot.

4. When I attend classes at school, I _____ bring books and supplies for study.

1	2	3	4	5	6	7	8	9
never			rarely	sometimes				always

5. When the teacher tells me I have done well in class, I _____ if he/she means it.

1	2	3	4	5	6	7	8	9
don't care				am not sure				am pleased

6. When I leave school at the end of the day, I _____ the next school day.

1	2	3	4	5	6	7	8	9
hate thinking about				don't think about				look forward

7. When the teacher gives instructions in class, I _____ listen to what he/she is saying.

1	2	3	4	5	6	7	8	9
never			sometimes	most often				always

8. When given homework assignments, I usually will _____.

1	2	3	4	5	6	7	8	9
leave the assignment at school.			take it home but not complete the assignment.				take it home and complete the assignment.	

9. I attend school because _____.

1	2	3	4	5	6	7	8	9
my parent/s make me.			because it is expected.			because I want to attend.		

10. When I pass to the next grade, my parent/s _____.

1	2	3	4	5	6	7	8	9
don't seem to care.			care but don't say anything.			are very happy and tell me so.		

11. When in class work is assigned by the teacher, I _____.

1	2	3	4	5	6	7	8	9
talk to other class members.			sit quietly but don't work.			do the classwork assigned.		

12. When my fellow students are disruptive in class, I _____ and
behave the same way.

1	2	3	4	5	6	7	8	9
make it worse			sometimes follow along			do not follow along		

13. If I were to fail to advance a grade, I would _____.

1	2	3	4	5	6	7	8	9
not care.			be upset.			be very upset.		

14. When I get a note from the teacher to take home, I _____.

1	2	3	4	5	6	7	8	9
throw the note away.			take the note home and hide it.			take the note home and give it to my parent/s.		

15. Some teachers at school _____ me.

1	2	3	4	5	6	7	8	9
dislike			don't care about			like		

16. When the teacher asks me to stop talking in class, I _____ him/her.

1	2	3	4	5	6	7	8	9
do not			listen			always		
listen to			then ignore			listen to		

17. When my friends cut class, I _____.

1	2	3	4	5	6	7	8	9
go along			tell them they			tell them they		
with them.			are wrong but			are wrong and		
			go with them.			go to class.		

18. When I am teased by other kids in class, I _____.

1	2	3	4	5	6	7	8	9
fight them.			yell at them.			ignore them.		

19. When a friend is disrupting the class by talking with me, I _____ talk to him/her.

1	2	3	4	5	6	7	8	9
always			sometimes			never		

20. When I get a poor grade on a test, I _____.

1	2	3	4	5	6	7	8	9
get angry			don't care.			decide to		
at the						try harder		
teacher.						next time.		

21. When at home, after school or on weekends, I prefer to _____.

1	2	3	4	5	6	7	8	9
spend time			spend time with			spend time with		
alone.			my friends.			family & friends.		

22. When I need to leave my seat in class, I _____ ask permission from the teacher.

1	2	3	4	5	6	7	8	9
never			sometimes			always		

Appendix B

STUDENT'S DAILY REPORT CARD

NAME: _____

DATE: _____

TEACHER: _____

CLASS: _____

DID THE STUDENT.....

YES . NO

COME ON TIME?

BRING SUPPLIES?

STAY IN SEAT?

NOT TALK INAPPROPRIATELY?

FOLLOW DIRECTIONS?

PARTICIPATE IN CLASS?

NOT PHYSICALLY DISTURB OTHERS?

CLEAN UP?

PAY ATTENTION?

SPEAK COURTEOUSLY?

WHERE YOU PLEASED WITH HIS/HER
PERFORMANCE TODAY?

POINTS ON TODAY'S CLASSWORK?

GRADE ON TEST ASSIGNMENTS?

TEACHER'S INITIALS

COMMENTS: _____

Appendix C

STUDENTS TIME/INTERACTION DATA SHEET

COUNSELORS NAME: _____

STUDENT'S NAME: _____

LOCATION: FREMONT MIDDLE SCHOOL

WEEK: _____ TO _____

[illegible][illegible]

INTERACTION CODES:

1. COUNSELING CALL-IN
2. WEEKLY MEETING
3. PROGRAMMING
4. WALK-IN
5. TEACHER REFERRAL

COUNSELOR

COMMENTS: _____

Appendix D

STUDENT'S DAILY POINT CHART

NAME: _____

DATE: _____

DAYS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
CLASS #1					
CLASS #2					
CLASS #3					
CLASS #4					
CLASS #5					
TOTAL					

MONDAY REWARD: _____

TUESDAY REWARD: _____

WEDNESDAY REWARD: _____

THURSDAY REWARD: _____

FRIDAY REWARD: _____

WEEKLY REWARD: _____

**COLLEGE OF THE PACIFIC***a College of Arts and Sciences***UNIVERSITY OF THE PACIFIC** Stockton, California Founded 1851

95211

DEPARTMENT OF PSYCHOLOGY

February 15, 1984

Dear Parent(s):

The University of the Pacific is supervising a program developed by one of their Graduate Students' that is geared towards helping children who may be having some academic difficulties while at Fremont Middle School. The program is designed to give direction in the form of school counseling, to offer support from parent(s) for improved classroom performance, and to create a structure for your child that will help him/her gain the most from his/her school experience.

The program will run the length of the last trimester at Fremont Middle School. Parent(s) who are interested in having their son or daughter participate in the program should fill out and sign both sections of the attached consent form and have their son or daughter deliver the form to Mr. Ed Mata in the Counseling Office at Fremont Middle School by February 17, 1984.

Unfortunately, there will only be a limited number of children that will be able to participate in the program due to the personalized attention that will be given to each child. Therefore, it is possible that your child may not be selected to participate in this trimesters program. However, every child who returns a consent form will have an equal chance of being selected.

Thank You

Appendix F

University of the Pacific, Stockton

CONSENT FOR RELEASE OF EDUCATIONAL RECORDS

To: Principal, FREMONT MIDDLE SCHOOL Location
(Name of School) 1

I hereby authorize the access to records which include grades, evaluations, truancy, days absent, testing (unless deemed to be of a confidential nature) to the graduate student listed below. By signing this authorization I recognize the fact that ethical standards of confidentiality will be observed.

U.O.P. Graduate Student: Lupo A. Quitoriano

Student's Name: _____

Sex: Male Female Birthdate: _____

Current Grade Level: _____

The primary objective of this program is to improve the academic standing of the student under evaluation. Access to records is essential to the development of methods and structures that may best facilitate the student's advancement.

Parent or Legal Guardian: _____
(Signature)

Address: _____

Phone: _____

Date: _____

It is requested that Lupo A. Quitoriano, and counselor working with him, be able to contact Parent(s) or Legal Guardians for participation in the program and additional information. Your signature below is necessary before your son or daughter can be considered for participation in this program. Be sure that you are willing to participate before signing this form.

Parent or Legal Guardian: _____

Comments: _____

Appendix G

STUDENT CONTRACT

OBJECTIVE: _____

WEEKLY MEETINGSI. RESPONSIBILITY OF THE STUDENT

- A. ATTENDANCE: The student is responsible for meeting with his/her counselor once per week, for an assigned period of time, throughout the length of the program.
- B. COOPERATION AND PARTICIPATION IN SESSIONS:
 - 1. The student is expected to aid the counselor by giving any relevant information, concerning the program during weekly sessions.
 - 2. The student is also expected to act on suggestions presented by the counselor during the weekly sessions.
- C. HOMEWORK:
 - 1. SELF RECORDING: The student is expected to monitor and count, daily, the agreed upon problem behavior as defined by the student and the counselor. Evidence of this task completion is to be presented to the counselor during weekly meeting session.
 - 2. ROLE PLAY EXERCISE: A role play exercise will be presented weekly to the student. The exercise, used to improve your skills, will be practiced by the student and counselor during the weekly meetings. The student is expected to perform the exercise at least twice during the following week. During the following weekly session the student and counselor will discuss the results of the homework exercise.

II. RESPONSIBILITIES OF THE COUNSELOR

- A. ATTENDANCE: To assign a scheduled time for the student to meet with the counselor, and attend the weekly meeting scheduled.
- B. PREPARATION AND GUIDANCE DURING SESSIONS:
 - 1. The counselor is to plan topics of discussion and develop weekly role play exercises for each meeting.
 - 2. The counselor will conduct the role play exercise during the weekly meeting.
- C. EVALUATION REPORT: The counselor is to evaluate the student's progress (correcting homework and assisting with difficulties) and offer feedback.

DAILY RESPONSIBILITIESIII. REPORT CARDS

*A. STUDENT:

1. Pick up daily report cards from Mr. Mata each morning before going to class.
2. Present a report card to your instructor at the beginning of each class period.
3. Follow all the rules for behavior and performance as listed on the report card.
4. At the end of each class period pick up the report card from your teacher.
5. At the end of each school day take the report card to Mr. Mata's office or home as instructed by the student's counselor. When the report card is taken to Mr. Mata's office - the report card will be taken to a specified location. When the report card is taken home - the report card will be delivered to the student's parent(s).

STATEMENT OF UNDERSTANDING

I UNDERSTAND WHAT IS WRITTEN IN THIS CONTRACT AND WILL DO WHAT THE PROGRAM REQUIRES OF ME. THE PROGRAMS GOALS, OBJECTIVES, AND RESPONSIBILITIES HAVE BEEN EXPLAINED TO ME AND ARE CLEAR. I ALSO UNDERSTAND THAT BY SIGNING THIS CONTRACT THAT I AGREE TO PERFORM ALL RESPONSIBILITIES AS THEY HAVE BEEN EXPLAINED TO ME. I ALSO UNDERSTAND THAT IF I DO NOT WORK AS I HAVE AGREED TO THAT I COULD BE DROPPED FROM THE PROGRAM.

STUDENT: _____

DATE: _____

COUNSELOR: _____

DATE: _____

SUPERVISOR: _____

DATE: _____

SUPERVISOR: _____

DATE: _____

SCHOOL
AUTHORITY: _____

DATE: _____

*The reward for working hard in the program will be explained to you (the student) when you sign this contract. If you do not understand what is being explained to you, please ask for further description.

Appendix H
PARENT CONTRACT

THE PURPOSE OF THIS CONTRACT IS TO AGREE UPON THE REWARDS TO BE GIVEN TO YOUR CHILD FOR HIS/HER IMPROVED ACADEMIC PERFORMANCE. ADDITIONALLY, THIS CONTRACT DISCUSSES METHODS BY WHICH YOU CAN OFFER THIS REINFORCEMENT WHEN YOUR CHILD INCREASES HIS/HER SCHOOL ATTENDANCE, AND IMPROVES HIS/HER IN-CLASS BEHAVIOR.

I. THREE LEVELS OF REWARDS

- A. PRAISE: When your child brings home his daily report card and has earned at least 33 points you should tell your child how pleased you are with his/her performance.
- B. NIGHTLY REWARDS: When your child brings home his daily report card and has earned at least 41 points you should tell your child how pleased you are with his/her performance and give your child the nightly reward he/she has earned.
 - 1. Examples:
 - a. Extra T.V. time/privileges.
 - b. Extra play time.
 - c. Extra time up after normal bedtime.
 - d. Special dessert.
- C. WEEKLY REWARDS: When your child brings home his daily report card for five straight days and has earned at least 41 points for each day, or a total of 205 points, you should tell your child how pleased you are with his/her performance and give your child the weekly reward that you and your child have agreed on.
 - 1. Examples:
 - a. Special weekend activities.
 - b. Time to go to a park.
 - c. A fishing trip.
 - d. A weekend movie.

II. RESPONSIBILITY OF THE PARENT

- A. AGREEMENT ON REWARDS AND ADMINISTRATION:
 - 1. Parent(s) and child should agree upon what rewards would be interesting to student. The counselor will help the parent(s) with ideas of rewards.
 - 2. Parent(s) and child should agree upon how and when rewards will be given. The counselor will assist the parent(s) in setting up a reward schedule.
- B. COLLECTION OF REPORT CARDS/COUNTING POINTS:
 - 1. The parent is responsible for collecting the student's report cards daily, adding up the points earned for each day, having the student put the number of points down on his/her weekly recording sheet, giving his/her child the nightly or weekly reward earned.

C. WEEKLY MEETINGS:

1. The parent should be able to meet with the counselor for 15-30 minutes per week (in their home or at school) to discuss the progress of their child.
2. Discussion will consist of evaluating your child's daily report cards, how the given rewards are working, and the results of the student's weekly work. This discussion should also include any problems that the parent may be having with the program that have occurred during the week.
3. In addition to weekly meetings, parent(s) will be receiving a weekly phone call from the counselor to see if there is a problem with the program.

III. RESPONSIBILITY OF THE COUNSELOR:A. GUIDANCE IN WAYS TO GIVE REWARDS:

1. The counselor is responsible for helping the parent(s) with reward selection. A list of sample rewards will be provided for the parent(s) use.
2. The counselor is responsible for assisting the parent(s) who may have difficulty in understanding just how they should offer and give rewards to their child.

B. WEEKLY MEETINGS/PHONE CALLS:

1. The counselor is responsible for the scheduling of a weekly meeting with the parent(s).
2. The counselor is responsible for keeping the appointed meeting time with the parent(s).
3. The counselor is responsible for making a weekly phone contact with the parent in order to assist with any questions that the parent(s) may have.
4. The counselor is responsible for the collection of the report card from the parent(s) at the weekly meeting.

IV. STATEMENT OF UNDERSTANDING:

I UNDERSTAND THE CONTENTS OF THIS CONTRACT AND WILL FOLLOW THE STRUCTURE WRITTEN WITHIN. THE PROGRAM'S GOALS, OBJECTIVES, AND PARTICIPANTS' RESPONSIBILITIES HAVE BEEN EXPLAINED TO ME AND ARE CLEAR. I ALSO UNDERSTAND THAT BY SIGNING THIS CONTRACT I AM REQUIRED TO PERFORM ALL OF THE PARENTAL RESPONSIBILITIES AS THEY HAVE BEEN DESCRIBED TO ME. I ALSO UNDERSTAND THAT MY CHILD HAS ENTERED INTO A SIMILAR CONTRACT AGREEMENT AND THAT MY ADDED SUPPORT TO THE PROGRAM IS IMPORTANT.

PARENT: _____

DATE: _____

COUNSELOR: _____

DATE: _____

Appendix I

SAMPLE
REINFORCER LIST

I. NIGHTLY REWARDS

- A. EXTRA T.V. TIME.
- B. EXTRA PLAY TIME.
- C. EXTRA TIME UP AFTER NORMAL BEDTIME.
- D. SOMETHING SPECIAL TO EAT FOR DINNER.
- E. SPECIAL DESSERT.
- F. SPORTS ACTIVITY.
- G. WATCHING SOMETHING SPECIAL ON T.V..
- H. SPECIAL RADIO LISTENING PRIVILEGES.
- I. PLAYING A GAME WITH PARENT(S).
- J. CREATE YOUR OWN: _____

II. WEEKLY REWARDS

- A. GOING FISHING.
- B. GOING TO THE PARK.
- C. SPECIAL TRIP WITH PARENT(S).
- D. STAY OVERNIGHT WITH A FRIEND.
- E. ATTEND A BASEBALL GAME.
- F. WEEKEND MOVIE.
- G. TRIP TO THE HAMBURGER STAND.
- I. CAMPING TRIP.
- J. CREATE YOUR OWN: _____

PARENTAL INTERACTION SKILLS
FIRST ROLE PLAY EXERCISE

- I. ACTORS
 - A. COUNSELORS.
 - B. PARENT(S).
- II. STEP 1
 - A. CREATE A LIST OF PROBLEMS THAT THE PARENT(S) MAY FEEL THEY MIGHT ENCOUNTER WITH THE HOME-BASED CONTINGENCY. EXAMPLES:
 1. DISCUSSION OF PROGRAM BETWEEN PARENT & CHILD.
 2. CHOOSING REWARDS (SAMPLE REWARD LIST PROVIDED.)
 3. THE GIVING OF REWARDS.
 - a. CONSISTENCY OF REWARD GIVING.
 - b. CHANGING AGREED UPON REWARDS.
 - B. PROMPTS ARE PROVIDED BY THE COUNSELORS.
- III. STEP 2
 - A. COUNSELORS ACTS OUT THE ROLE OF THE PARENT.
 1. COUNSELOR ROLE PLAYS APPROPRIATE INTERACTION BEHAVIOR FOR THE PARENT ACTORS.
 2. COUNSELOR SUGGESTS ALTERNATIVE PARENTAL RESPONSES TO ISSUES THAT MAY ARISE FOR THE PARENT ACTORS.
 - B. THE PARENT(S) PLAY THE ROLE OF OBSERVERS.
- IV. STEP 3
 - A. PARENT(S) ROLE PLAY APPROPRIATE BEHAVIOR FOR THE COUNSELORS.
 - B. COUNSELORS PROVIDE GUIDANCE TOWARDS DEVELOPING STRONGER PARENTAL SKILLS.
- V. TYPES OF BEHAVIORS TO EMPHASIZE
 - A. AGREEMENT ON REWARDS PRIOR TO STUDENT EARNING THEM.
 - B. CONSISTENCY OF REWARD GIVING.
 - C. MONITORING REPORT CARDS AS BROUGHT HOME BY STUDENT.
 1. RECEIVE REPORT CARDS FROM SON OR DAUGHTER.
 2. TALLY POINTS IMMEDIATELY.
 3. GIVE VERBAL REINFORCEMENT, IF EARNED, IMMEDIATELY.
 4. REINFORCE CHILD FOR SELF-CHARTING OF POINTS.
 5. GIVE NIGHTLY REWARDS AS EARNED.
 6. GIVE WEEKLY REWARDS AS EARNED.

COUNSELOR
COMMENTS: _____

FOLLOW-UP
COMMENTS: _____

Appendix K

REPORT CARD INSTRUCTIONS

INSTRUCTOR: This report card is part of a program to aid seventh and eighth grade students in meeting their full potential so that they might improve their academic performance and in-class behavior. Below are descriptions for the behaviors listed on the report card. Please take a few moments to become familiar with these descriptions. A sample report card is attached for your convenience. When the program is implemented you will be asked to take a few moments at the end of each class period, when one of our students' is in one of your classes, and check off a "YES" or "NO" response contingent on the student meeting the description for the ten items dealing with behavior and the teacher satisfaction section. If you have the time, we would also appreciate you taking a few moments to list points earned for classwork, and grades earned on test assignments. Your comments are very much appreciated.

I. BEHAVIOR DESCRIPTIONS:

- A. COME ON TIME: The student is present in the classroom by the scheduled class time.
- B. BRING SUPPLIES: The student has the materials needed to perform the class requirements.
- C. STAY IN SEAT: The student remains sitting in his/her designated chair during the class period unless otherwise excused by the teacher.
- D. NOT TALK INAPPROPRIATELY: The student refrains from making no more than two verbalizations that are not instructionally permitted.
- E. FOLLOW DIRECTIONS: The student behaves in accordance with the teachers instructions.
- F. PARTICIPATE IN CLASS: The student actively takes a part in responding to in-class work.
- G. NOT PHYSICALLY DISTURB OTHERS: The student does not physically agitate others; prevent or interfere with the classwork of other students in the class.
- H. CLEAN UP: The student aids in the maintenance of the classroom as instructed by the teacher.
- I. PAY ATTENTION: The student is attentive to the class presentation.
- J. SPEAK COURTEOUSLY: The student uses no vulgar language in the classroom.

Appendix L

ACADEMIC/STUDY SKILLSFIRST ROLE PLAY EXERCISEI. ACTORS

- A. COUNSELORS.
- B. STUDENTS.

II. STEP 1

- A. STUDENTS ACT OUT TWO ROLES.
 - 1. A STUDENT WITH POOR STUDY HABITS.
 - 2. A STUDENT WITH GOOD STUDY HABITS.
- B. PROMPTS ARE PROVIDED BY THE COUNSELORS.

III. STEP 2

- A. COUNSELORS ACTS OUT THE ROLE OF THE STUDENT.
 - 1. COUNSELOR ROLE PLAYS INAPPROPRIATE STUDY BEHAVIOR FOR THE STUDENT ACTORS.
 - 2. COUNSELOR ROLE PLAYS APPROPRIATE STUDY BEHAVIOR FOR THE STUDENT ACTORS.
- B. THE STUDENTS PLAY THE ROLE OF AN OBSERVERS.

IV. STEP 3

- A. ~~STUDENTS ROLE PLAY APPROPRIATE STUDY BEHAVIOR FOR THE COUNSELORS.~~
- B. COUNSELORS PROVIDE GUIDANCE TOWARDS DEVELOPING STRONGER STUDY SKILLS.

V. TYPES OF BEHAVIORS TO EMPHASIZE

- A. STUDYING BEFORE GOING OUT TO PLAY.
- B. SETTING ASIDE TIME FOR STUDYING.
- C. FINISHING ALL HOMEWORK.
- D. PROPER AREAS TO STUDY IN.
- E. TELLING A FRIEND YOU NEED TO FINISH YOUR HOMEWORK.
- F. REWARDING YOURSELF FOR PROPER STUDY BEHAVIOR.
- G. HAVE A FRIEND STUDY WITH YOU.

COUNSELOR
COMMENTS: _____

FOLLOW-UP
COMMENTS: _____

Appendix M

STUDENT-TEACHER INTERACTIONS
SECOND ROLE PLAY EXERCISE

I. ACTORS

- A. COUNSELORS.
- B. STUDENTS.

II. STEP 1

- A. STUDENTS ACT OUT TWO ROLES.
 - 1. A STUDENT TALKING WITH A TEACHER.
 - 2. A TEACHER TALKING WITH A STUDENT.
- B. PROMPTS ARE PROVIDED BY THE COUNSELORS.
- C. THE SITUATION CAN BE POSITIVE OR NEGATIVE.

III. STEP 2

- A. COUNSELORS ACTS OUT THE ROLE OF THE STUDENT.
 - 1. COUNSELOR ROLE PLAYS AN APPROPRIATE METHOD OF TALKING TO A TEACHER FOR THE STUDENT ACTORS.
 - 2. A SECOND COUNSELOR ROLE PLAYS APPROPRIATE RESPONSE BEHAVIOR FROM A TEACHER FOR THE STUDENT ACTORS.
- B. THE STUDENTS PLAY THE ROLE OF AN OBSERVERS.

IV. STEP 3

- A. A STUDENT ROLE PLAYS AN APPROPRIATE METHOD OF TALKING TO A TEACHER FOR THE COUNSELORS. A SECOND STUDENT PLAYS THE ROLE OF THE TEACHER.
- B. COUNSELORS PROVIDE GUIDANCE TOWARDS DEVELOPING STRONGER INTERACTION SKILLS.

V. TYPES OF BEHAVIORS TO EMPHASIZE

- A. PROPER IN-CLASS BEHAVIOR.
- B. ASKING THE TEACHER FOR HELP.
- C. UNDERSTANDING THE TEACHERS' EXPECTATIONS.
- D. PROPER RESPONSE TECHNIQUES.
- E. ATTENDING BEHAVIOR (ATTENTION).
- F. INTERACTION (VERBAL/BODY LANGUAGE).
- G. TELLING THE TEACHER THAT YOU DO NOT UNDERSTAND.

COUNSELOR
COMMENTS: _____

FOLLOW-UP
COMMENTS: _____

Appendix N

RESISTING PEER PRESSURE
THIRD ROLE PLAY EXERCISEI. ACTORS

- A. COUNSELORS.
- B. STUDENTS.

II. STEP 1

- A. STUDENTS ACT OUT TWO ROLES.
 - 1. A STUDENT TALKING WITH A FRIEND IN THE CLASSROOM WHILE THE TEACHER IS LECTURING.
 - 2. THE FRIEND WHO IS DISTRACTING THE STUDENT'S ATTENTION DURING LECTURE.
- B. PROMPTS ARE PROVIDED BY THE COUNSELORS.

III. STEP 2

- A. COUNSELORS ACTS OUT THE ROLE OF THE STUDENT.
 - 1. COUNSELORS ROLE PLAYS INAPPROPRIATE IN-CLASS BEHAVIOR, BETWEEN TWO STUDENTS, FOR THE STUDENT ACTORS.
 - 2. COUNSELOR ROLE PLAYS APPROPRIATE IN-CLASS BEHAVIOR, BETWEEN TWO STUDENTS, FOR THE STUDENT ACTORS.
- B. THE STUDENTS PLAY THE ROLE OF AN OBSERVERS.

IV. STEP 3

- A. STUDENTS ROLE PLAY APPROPRIATE IN-CLASS BEHAVIOR, BETWEEN PEERS, FOR THE COUNSELORS.
- B. COUNSELORS PROVIDE GUIDANCE TOWARDS DEVELOPING MORE APPROPRIATE IN-CLASS BEHAVIOR BETWEEN PEERS.

V. TYPES OF BEHAVIORS TO EMPHASIZE

- A. TALKING WHILE THE TEACHER IS LECTURING.
- B. BEING BOTHERED WHILE DOING IN-CLASS WORK.
- C. PLAYING IN THE CLASSROOM.
- D. ASKING THE TEACHER TO MOVE YOUR SEAT.
- E. DEALING WITH A FRIEND WHO IS DISTRACTING YOU.
- F. REWARDS FOR PROPER IN-CLASS BEHAVIOR.

COUNSELOR
COMMENTS: _____

FOLLOW-UP
COMMENTS: _____

METHODS OF APPROPRIATE INTERACTION
FOURTH ROLE PLAY EXERCISE

- I. ACTORS
 - A. COUNSELORS.
 - B. STUDENTS.
- II. STEP 1
 - A. STUDENTS ACT OUT ALL ROLES IN THE EXERCISE.
 - 1. STUDENT ROLES MAY ENCOMPASS THE TEACHER, PEER, COUNSELOR, PARENT, ETC..
 - 2. A STUDENT ALSO PLAYS HIS/HER OWN ROLE.
 - B. PROMPTS ARE PROVIDED BY THE COUNSELORS.
- III. STEP 2
 - A. THE STUDENT PLAYS THE ROLES OF ANY OF THE PERSONS UNDER SECTION A-1 IN STEP 1.
 - B. COUNSELOR ROLE PLAYS APPROPRIATE INTERACTION BEHAVIOR FOR THE STUDENT ACTORS.
 - 1. LISTING DIFFERENT APPROACH ALTERNATIVES.
 - 2. EVALUATING AND CHOOSING THE BEST WAY TO INTERACT WITH DIFFERENT PEOPLE.
 - 3. EVALUATING AND CHOOSING THE BEST WAY TO APPROACH DIFFERENT SITUATIONS.
 - C. OTHER STUDENTS PRESENT PLAY THE ROLE OF OBSERVERS.
- IV. STEP 3
 - A. STUDENTS GO THROUGH THE PROCESS OF SELECTING ALTERNATIVES AND CHOOSING THE BEST ALTERNATIVE AS IT APPLIES TO A PERSON AND SITUATION.
 - B. COUNSELORS PROVIDE GUIDANCE TOWARDS DEVELOPING ALTERNATIVE LISTS AND METHODS OF SELECTION.
- V. TYPES OF BEHAVIORS TO EMPHASIZE
 - A. DISCUSSION OF PROBLEM AREAS THAT A STUDENT MAY ENCOUNTER:
 - 1. AT HOME WITH PARENT(S).
 - 2. WITH A TEACHER IN SCHOOL OR IN THE CLASSROOM.
 - 3. WITH OTHER STUDENTS (PEERS) IN SCHOOL.
 - a. IN CLASS.
 - b. IN THE SCHOOLYARD.
 - 4. APPROACHING PROBLEMS WITH THE COUNSELOR.
 - B. SELECTION OF ALL ALTERNATIVES.
 - C. CHOOSING THE BEST ALTERNATIVE TO FIT THE SITUATION.
 - D. PROPER METHODS OF APPROACHING THE SITUATION.
 - 1. PROPER VERBAL EVALUATION AND APPROACH.
 - 2. PROPER BODY LANGUAGE EVALUATION AND APPROACH.

COUNSELOR
COMMENTS: _____

FOLLOW-UP
COMMENTS: _____

Appendix P

STUDENT ROLE PLAY
PERFORMANCE SHEET

NAME: _____

DATE: _____

COUNSELOR: _____

DID THE STUDENT.....

YES . NO

COME ON TIME?

TALK ABOUT HOMEWORK?

TAKE PART IN ROLE PLAY?

NOT TALK INAPPROPRIATELY?

FOLLOW DIRECTIONS?

PARTICIPATE IN MEETING?

NOT PHYSICALLY DISTURB SESSION?

STRAIGHTEN UP AFTER MEETING?

PAY ATTENTION?

SPEAK COURTEOUSLY?

WHERE YOU PLEASED WITH HIS/HER
PERFORMANCE TODAY?

COUNSELOR'S INITIALS.

COMMENTS: _____
